ARTS LEARNING FOR CHILDREN AND YOUTH NATIONAL ENDOWMENT FOR THE ARTS

The National Endowment for the Arts is committed to advancing the arts as a core learning subject and as a critical component of early childhood and youth development. Beginning in 2001, the Endowment refined its goal for education to focus particularly on children and youth in the variety of settings in which learning in the arts occurs. The Arts Learning goal also has served as a pilot for an *outcome*-based approach to the agency's grant making. Applicants were asked to define, for example, the benefits or improvements anticipated in skills, knowledge, attitudes, and behaviors that would result from the children's, artists', or teachers' participation in project activities and how those results would be measured. The Arts Endowment will continue to work with applicants in developing or refining their project outcomes and evaluative techniques.

We are pleased to provide this catalog of the first round of Arts Learning grants awarded in Fiscal Year 2002. Of the 489 applications requesting a total of \$13.1 million, 210 grants totaling \$5.8 million were awarded. These grants represent effective practices and, in some instances, innovations in the ways that children learn in and through the arts. They demonstrate methods for meaningful engagement of children and youth with the arts and with artists through activities such as educational enhancements of performances or exhibitions; artist residencies that engage children as direct participants; artist-teacher collaborations to increase the effectiveness of arts teaching and learning in both school-based and community settings; and integration of the arts to enhance children's overall learning and skills acquisition. Represented also are professional development activities designed to increase the knowledge and effectiveness of teachers, artists, and youth arts program providers; efforts to develop or extend curricula and the educational content of school and community-based programs; research projects that focus on the educational impact of the arts, artists, and arts resources on our nation's children and youth; and projects for the documentation, dissemination, or replication of exemplary arts learning programs and practices.

These activities are occurring within schools and community-based settings throughout the United States and they involve rigorous collaborations among teachers and artists, units of state and local governments, community agencies, arts organizations, and educational institutions. The 210 grants will impact 38 states and engage 5 million children and youth, as well as 170,000 artists, teachers, and school administrators.

This catalogue is designed as an informational resource and cross-reference guide for potential applicants and for others with interest in improving the quality of arts learning programs for our nation's children and youth. It describes all of the 210 grant projects and lists each grantee's street, Web, and e-mail address, and project director's name and telephone number. The index provides a state-by-state listing and is keyed to identify the *art discipline*, type of *activity*, and whether the activity's focus is *Early Childhood*, *School-based* or *Community-based*.

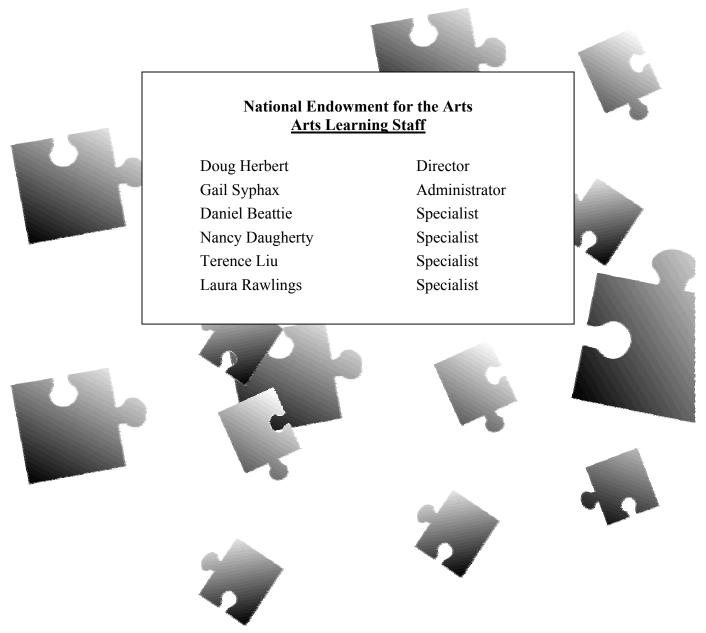
The project descriptions and a version of the grantee index, with search capabilities, will be available on our Web site* by August 1st. Organizations interested in applying for Arts Learning

projects are urged to thoroughly review the published **FY 2003 Guidelines**, which are available in book form and on the agency's Web site. The Web site also features a set of **Arts Learning** *Frequently Asked Questions*, as well as more specific information about determining project *outcomes*. The application postmark deadline is **August 12, 2002**. Projects should begin no earlier than June 1, 2003.

For further questions, call one of the Arts Learning telephone information lines.

Early Childhood and School-Based projects 202-682-5536 Community-Based projects 202-682-5026

*National Endowment for the Arts Web site www.arts.gov



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18th Street Arts Complex	22	CA		×										×						×	×	
Akron Art Museum	23	ОН		×										×				×			×	
Alberta Bair Theater Corporation	23	мт		×							×									×	×	
Aldrich Museum of Contemporary Art	24	СТ			×									×							×	
Alternate ROOTS, Inc. (consortium)	24	GA		×									×							×		
Aman Folk Ensemble	25	CA		×			×													×	×	
American Place Theatre, Inc.	25	NY		×												×					×	
Anhinga Press, Inc.	26	FL			×					×										×	×	
Ann Arbor Symphony Orchestra, Inc.	26	МІ		×											×						×	
archi-treasures Association	27	IL		×	×	×		×													×	
Armory Center for the Arts	27	CA		×													×			×	×	
Art 21, Inc.	28	NY		×	×	×											×			×	×	×
Art Institute of Chicago (on behalf of School of the Art Institute of Chicago)	28	IL		×													×			×		×
Artists Collective, Inc.	29	СТ			×								×								×	
Arts & Humanities Association of Johnson County (consortium)	29	кs			×						×							×		×	×	
Arts Education in Maryland Schools, Inc.	30	MD		×									×						×			
ArtsConnection, Inc.	30	NY		×									×								×	
Arvada Council for the Arts and Humanities	31	CA		×												×					×	
Asian Arts Initiative	31	PA			x								x							×	×	
Atlanta Ballet, Inc.	32	GA		×			×														×	
Austin Circle of Theaters	32	тх		×	×	×										×					×	
Austin Lyric Opera	33	тх		×											×						×	
Ballet Florida, Inc.	33	FL			×		×														×	
Ballet Idaho, Inc.	34	ID		×			×											×		×	×	
Ballet Tech Foundation, Inc.	34	NY		×			×														×	
Baltimore Symphony Orchestra, Inc. (consortium)	35	MD		×											×			×		×	×	

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Book-it	35	WA		×	×	×										×					×	
Brown University (consortium)	36	RI		×	×	×							×							×	×	
California College of Arts and Crafts (consortium)	36	CA		×													×	×		×	×	
California Institute of the Arts (consortium)	37	CA		×	×	×							×								×	
California Shakespeare Festival	37	CA		×												×				×	×	
California Summer Music, Incorporated	38	CA			×										×						×	
Capoeira Foundation, Inc. (consortium)	38	NY			x		×											×			×	
Center for Arts Criticism	39	MN			×							×									×	
Center for Documentary Studies	39	NC		×													×	×		×		×
Center for Puppetry Arts	40	GA		×												×					×	
Center of Contemporary Arts	40	мо		×	×	×	×														×	
Charlotte Children's Choir	41	NC			×										×					×	×	
Chekhov Theatre Ensemble, Inc.	41	NY		×												×					×	
Chicago Architecture Foundation (consortium)	42	IL		×				×													×	
Chicago Arts Partnerships in Education (CAPE)	42	IL		×	×	×							×					×		×		
Chicago Children's Choir	43	IL		×	×	×										×					×	
Chicago Children's Museum	43	IL			×									×							×	
Chicago Youth Symphony Orchestras	44	IL		×	×	×									×						×	
Children's Book Press	44	CA		×						×										×	×	×
China Institute in America	45	NY		×					×											×	×	
Choral Arts Society of Washington	45	DC		×											×			×		×	×	
City of Santa Fe	46	NM		×							×									×	×	×
Civic Light Opera (aka Pittsburgh CLO)	46	PA		×												×					×	
Clay Studio, The	47	PA			×												×					
College of the Christian Brothers of New Mexico (dba College of Santa Fe) (on behalf of GirlsFilmSchool)	47	NM			×							×									×	
Columbia College (on behalf of Office of Community Arts Partnerships)	48	IL			×								×							×	×	×
Columbus Symphony Orchestra, Inc.	48	ОН		×											×						×	×

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Community Film Workshop of Chicago	49	IL			×							×									×	
Community Music School of Springfield, Inc.	49	МА	×												×					×		
Community Television Network	50	IL			×							×									×	×
Cooper Union for the Advancement of Science and Art (consortium)	50	NY			×												×				×	
Cultural Education Collaborative (consortium)	51	NC		x									x					×		x		
Dance Institute of Washington	51	DC		×			×														x	
Dance Ring, Inc.	52	NY		×	×	×	×														x	
Denver Center for the Performing Arts	52	со		×												×					x	
Des Moines Metro Opera, Inc.	53	IA		×											x						x	
Detroit Educational Television Foundation (consortium)	53	МІ		×										x				x		×	x	×
Detroit Institute of Arts	54	МІ		x									x							x	x	
Downtown Art Co., Inc.	54	NY			x											×					×	
Duncan Avenue Arts Collaborative	55	RI			×		×														×	
Early Stages Program, Inc.	55	NY		×												×					x	×
East Bay Community Foundation (consortium)	56	CA		×									×					×		×		
Education Connection	56	СТ		×									x								×	×
Education Development Center, Inc.	57	МА		×									×					×		×	×	×
Education Through Music, Inc.	57	NY		×											x					×		
Educational Alliance, Inc.	58	NY			x												x				x	
Elders Share the Arts	58	NY		×									x					x			×	
El Puente de Williamsburg, Inc.	59	NY		×									x								×	
Evansville Philharmonic Orchestral Corp.	59	IN		×											x					×	×	
Fine Arts for Children and Teens, Inc.	60	NM			×												×				×	
Fort Wayne Dance Collective, Inc.	60	IN		×	×	×							×								×	
Fountain Theatre	61	CA		×	×	×										×					x	
Free Street Programs, Inc.	61	IL			×											×					×	
Friends of the Vancouver School of Arts and Academics (consortium)	62	WA		×	×	×							×									
Fulton Opera House Foundation	62	PA			×											×					×	

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Glen Ellyn Children's Chorus	63	IL			×										×						×	
Global Action Project, Inc.	63	NY			×							×									×	
Grand Canyon Music Festival	64	AZ		×	×	×									×						×	
Greater Tacoma Community Foundation (fiscal agent for Cultural Council of Greater Tacoma) (consortium)	64	WA		×							×							×		×		
Haven Project	65	OR		×												×					×	×
Holter Museum of Art, Inc.	65	МТ		×											x						x	
Indiana Opera Society, Inc.	66	IN		×											×						×	
Indiana Repertory Theatre, Inc. (consortium)	66	IN		×												×		×		×	×	
Inglewood Cultural Arts, Inc.	67	CA			×								×								×	
Inner-City Arts	67	CA		×									×							×	×	
Inside Out Community Arts, Inc.	68	CA			×											×					×	
InsideOut, Inc.	68	МІ			×											×				×		×
Intermedia Arts of Minnesota, Inc.	69	MN			×								×					×		×		
International Documentary Association	69	CA		×								×						×		×		
International Institute of Modern Letters	70	NV		×	×	×				×											×	
Japanese American National Museum	70	CA		×										×							×	
Jump-Start Performance Company	71	тх		×									×								×	
Kalamazoo Symphony Orchestra	71	МІ		×											×			×			×	
Kansas City Friends of Alvin Ailey	72	МО			×		×														×	
Kentucky Educational Television Foundation, Inc.	72	KY		×									×					×		×		×
Kentucky Opera Association	73	KY		×											×						×	
Khmer Family Resource Center, Inc.	73	MA			×								×								×	
Kingdom County (on behalf of Fledging Films)	74	VT			×							×								×	×	
Log Cabin Literary Center, Inc.	74	ID		×						×										×	×	
Long Island Traditions, Inc.	75	NY		×					×									×		×		
Los Angeles County Arts Commission (consortium)	75	CA		×							×									×	×	×
Los Angeles Opera Company	76	CA		×											×						×	

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Louisville Visual Art Association	76	кү		×													×			×	×	
Lower East Side Printshop, Inc.	77	NY		×													×			×	×	
Madison Repertory Theatre	77	wı		×												×				×	×	
Maine Alliance for Arts Education	78	ME		×									×								×	
Manhattan Theatre Club, Inc.	78	NY		×												×				×	×	×
Marlboro County School District	79	sc		×								×									×	
Maui Community Arts & Cultural Center (dba Maui Arts & Cultural Center) (consortium)	79	н		×									×							×		
Mill Mountain Playhouse Company	80	VA			×											×					×	
Milwaukee Institute of Art & Design	80	WI		×				×												×		
Minneapolis Society of Fine Arts (consortium)	81	MN		×										×						×		
Minnesota Orchestral Association	81	MN	×	×											×						×	
Mission Inn Foundation	82	CA		×					×											×	×	
Mobile Symphony Inc.	82	AL		×											×						×	
Mosaic Youth Theatre of Detroit	83	МІ			×											×				×	×	
Museum of Children's Art	83	CA			×								×						×	×		
Museum of the Albermarle, Inc.	84	NC		×					×											×	×	
Music & Arts Center for Humanity	84	СТ			×								×					×		×	×	
Music Institute of Chicago	85	IL			×										×						×	
NEA Foundation for the Improvement of Education	85	DC		×									×					×		×		×
Nevada Museum of Art	86	NV		×										×						×		
New England Conservatory (consortium)	86	МА		×											×			×		×		×
New York Festival of Song, Inc.	87	NY		×											×					×	×	
North Carolina Performing Arts Center at Charlotte Foundation	87	NC		×									×					×		×	×	
North Carolina Symphony Society, Inc.	88	NC		×											×					×	×	
Northern Illinois University	88	IL		×									×						×			
Oberlin College (on behalf of Allen Memorial Art Museum)	89	ОН		×	×	×										×					×	
Old Globe Theatre	89	CA		×	×	×										×					×	
Omaha Symphony Association (consortium)	90	NE		×											×			×		×	×	×

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Opera Company, Inc.	90	тх		×											×						×	
Opera Omaha, Inc.	91	NE		×											×						×	
Opera Theatre of St. Louis (consortium)	91	МО		x	×	×									×						×	
Orlando Opera Company, Inc.	92	FL		×											×					×	×	
Pacific Northwest Ballet Association	92	WA		x			x														×	
Pacific Symphony Association	93	CA		x											×					×	×	
pARTS Photographic Arts	93	MN		×													×				×	
Pasadena Symphony Association	94	CA		×											×					×	×	
People's Light & Theatre Company	94	PA		×	×	×										×					×	
Performing Arts Center of Los Angeles County	95	CA		×							×										×	
Performing Arts Workshop	95	CA		×									×								×	
Philadelphia Dance Alliance	96	PA			×		×														×	
Pillsbury United Communities	96	MN			×											×					×	
Plaza de la Raza, inc.	97	CA			×								×								×	
Portland Art Museum (on behalf of Northwest Film Center)	97	OR		×								×						×		×	×	
Portland Museum of Art	98	ME		×										×				×		×	×	×
Portland Opera Association Inc.	98	OR		×											×						×	
Professional Flair, Inc.	99	ОН		×			×														×	
Rhode Island School of Design	99	RI			×									×							×	
Richmond Art Center	100	CA		×													×				×	
Richmond Ballet	100	VA		×			×														×	
Roundabout Theatre Company, Inc.	101	NY		×												×				×	×	
Salvadori Center	101	NY		×				×												×		×
San Diego Opera Association	102	CA		×											×						×	
San Diego State University Foundation (fiscal agent for Border Voices Poetry Project)	102	CA		×						×											×	
San Francisco Girls Chorus, Inc.	103	CA			×										×						×	
San Francisco Performances, Inc.	103	CA		×							×										×	

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San Francisco Symphony (on behalf of San Francisco Symphony Youth Orchestra)	104	CA			×										×						×	
San Jose Jazz Society	104	CA		×											×				×			
SAY SI	105	тх		×	×	×							×								×	
Seattle Arts & Lectures	105	WA		×						×										×	×	
Seattle Repertory Theatre (consortium)	106	WA		×												x		×		x		
Seattle Theatre Group	106	WA			×		×														×	
Seattle Youth Symphony Orchestras	107	WA			×										x						×	
Shreveport Opera	107	LA		×											×						×	
SITE Santa Fe	108	NM			×									x						x	×	
Sloss Furnace Association, Inc. (fiscal agent for Sloss Furnaces National Historic Landmark)	108	AL			×												×				×	
Society of the Third Street Music School Settlement, Inc.	109	NY		×											×						×	
Spokane Symphony Society	109	WA		×	×	×									×						×	
St. Luke's Chamber Ensemble	110	NY		×											×						×	
Stage One: The Louisville Children's Theatre, Inc.	110	KY		×	×	×										×				×	×	
Stanford Jazz Workshop	111	CA			×										×						×	
Sterling and Francine Clark Art Institute (consortium)	111	MA		×										x						x	×	
Storefront for Art and Architecture	112	NY			×			x										×				
Street-Level Youth Media	112	IL		×								×								×	×	
Strings for Schools, Inc.	113	PA		×											×			×		×	×	
Tacoma Symphony Orchestra Guild	113	WA		×											×						×	
TADA! Theater and Dance Alliance, Inc.	114	NY		×												x					×	
Teachers & Writers Collaborative	114	NY			×					×										×		×
Thelonious Monk Institute of Jazz (consortium)	115	DC		×											×						×	
Tides Center for Visual Arts/Language Arts	115	CA		×									×							×	×	
Trinity Repertory Company (consortium)	116	RI		×												×				x	×	
Trustees of the Corcoran Gallery of Art	116	DC		×	×	x								×							×	
United Cambodian-American Resources (UCARE)	117	MD			×				×												×	

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University of Massachusetts at Amherst (on behalf of New WORLD Theater)	117	MA			×						Ì		×								×	
Video Machete	118	IL		×								×								×	×	
Village of Arts and Humanities Inc.	118	PA		×	×	×											×				×	
Vineyard Playhouse Company, Inc.	119	MA		×												x					×	
Virginia Avenue Project	119	CA			×											×					×	
VSA arts of Indiana, Inc.	120	IN		×									×					×		×		
Wadsworth Atheneum	120	СТ		×										×							×	
Washington Opera	121	DC		×											×						×	
Washington Very Special Arts	121	DC		×									×					×		×		
Women's Studio Workshop, Inc.	122	NY		×													×				×	
Working Playground, Inc.	122	NY		×									×					×		×		
World Poetry Bout Association	123	NM			×					×								×			×	
Writer's Garret, Inc. (consortium)	123	тх		×						×								×		×		
Writers In the Schools	124	тх		×						×								×		×		
Yellow Springs Exempted Village School District	124	ОН		×									×					×		×	×	×
YMCA of Metropolitan Chicago	125	IL	×	×		×										×					×	
Young Audiences Inc., Denver Area Chapter	125	со		×									×							×		
Young Playwright's Theater, Inc.	126	DC		×												×					×	
Youth Speaks	126	CA			×					×										×	×	

52nd Street Project, Inc. 500 West 52nd Street, 2nd Floor New York, NY 10019

\$40,000 Project Director: Gus Rogerson 212/333-5598 Project52@aol.com

To support *One-on-Ones* and *Two-on-Twos*, programs designed to improve the quality of life for inner-city youth targeted from New York City's Clinton (Hell's Kitchen) neighborhood. Personal mentoring relationships will be developed between the young people and professional theater artists. *One-on-Ones* will take place during a one-week summer session. Youth and professional artists will attend a retreat while developing a theatrical piece based on each child's personality. *Two-on-Twos* will provide the next step in the process, teaming youth with an adult playwright and director to produce the work for off-Broadway theaters. Dissemination of project activities will include a *Kid Theater Kit: Plays, Projects and Programs for Young People* for theater companies and community organizations. Project replication sites may include Trenton, NJ; Chicago, IL; Portland, OR; and London, England. Approximately 110 youth (ages 9 to 18) will participate. The performances will reach more than 1,400 audience members.

18th Street Arts Complex 1639 18th Street Santa Monica, CA 90404 www.18thstreet.org

\$15,000 Project Director: Clayton Campbell 310/315-9386 Arts18th@aol.com

To support the *Arts Education Program*. The program provides artist-teacher training, artist employment opportunities, and sustained arts programming to schools free of charge. As an incubator for emerging and mid-career artists, 18th Street maintains four programs that reflect its mission – a residency program, an international artist-in-residence exchange program, a public events and presenting program, and an arts education program. This project is composed of two sets of eight-week residencies, three in-service training seminars, and a collaborative two-day training program for artists and teachers. During the residencies, artists will be placed in public elementary and middle schools and work in partnership with teachers to meet the particular needs of their students. In-service training seminars will provide artists with theoretical, developmental, and practical information and strategies for interacting with students and teachers. The collaborative training program will focus on children's artistic development, creativity, curriculum integration, and team building. Creation of assessment tools and reporting standards will be undertaken with technical assistance from a professional evaluator and the City of Santa Monica.

Akron Art Museum
70 E Market Street
Akron, OH 44308
www.akronartmuseum.org

\$38,000
Project Director:
Deborah Pinter
330/376-9185
dpinter@akronartmuseum.org

To support development and implementation of *Art & Self*, a theme-based art and writing collaboration. Designed and targeted for the sixth grade, the program includes workshops, museum visits, and artist residencies designed to provide an artistic outlet for self-expression and self-awareness while creating a community for social interaction and enhancing students abilities to relate to others. Serving its community since 1880, the Akron Art Museum offers free access to its collection and special exhibitions daily. A recent initiative focused on fifth-grade students, *Seeing Double, Young Artists Interpret the Collection*, precedes this program for sixth-grade students. For *Art & Self*, an advisory committee comprised of teachers, school psychologists, artists, art educators, and museum staff will create specific workshop content tied to the sixth-grade English curriculum and exhibitions on view at the museum. Students will combine analysis and discussion of the visual arts with writing exercises and hands-on art projects. Approximately 600 students from two schools (one urban and another suburban) will be served by the project.

Alberta Bair Theater Corporation PO Box 1556 Billings, MT 59103 www.albertabairtheater.org \$10,000 Project Director: Bess Fredlund 406/256-8915 fredlund@albertabairtheater.org

To support *Cultural Pioneers on the New Frontier*. The project will include specially designed school performances for K-12 local, rural, and tribal students; professional development workshops for teachers; master classes for advanced students; and complimentary tickets for low-income youth. As Montana largest performing arts facility, Alberta Bair Theater has provided residents of eastern Montana and northern Wyoming an array of entertainment, cultural, and educational events since 1987. Seventeen matinee performances will be offered to more than 19,000 students. Nine professional development workshops for teachers and six master classes for students will be offered in a variety of disciplines, including playwriting, digital photography, movement, and music. Approximately 2,000 free tickets will be distributed to economically disadvantaged students and their families for 15 school shows. The program will serve directly more than 25,000 people.

Aldrich Museum of Contemporary Art 258 Main Street Ridgefield, CT 06877 www.aldrichart.org \$17,000 Project Director: Nina Carlson 203-438-4519 ncarlson@aldrichart.org

To support the continuation of the *Student Docent Program*. Since 1993, the program has provided opportunities for youth to lead their peers in discussions on contemporary art through the museum's permanent and traveling exhibitions. A biennial seminar, *Innovations in Museum Education*, provides program information for museum staff and educators nationwide. Eight museums in Connecticut and New York have started programs based on the Aldrich model, and more than 45 schools have participated in the program. During a five-week, after-school training session, student docents learn interpretive and communication skills to analyze and discuss visual art, while working closely with artists and curators. A culminating class field trip enables youth to guide their entire class through the museum's exhibitions. Due to an increased interest by other museums, the museum will develop and disseminate a *How to Design a Student Docent Program* kit that will include a video documentation of training methods. Students, ages 10 to 18, will participate in the program.

Alternate ROOTS, Inc. (consortium) 1037 Austin Avenue #207 Atlanta, GA 30307 www.alternateroots.org

\$35,000 Alice Lovelace 404/651-2039 alovelace@mindspring.com

To support the *Atlanta Partnerships for Arts in Learning (APAL)*. The program provides artists and teachers with professional development and ongoing consultations in planning and team teaching. Founded in spring 2000 with its consortium partner, the Alonzo A. Crim Center for Urban Educational Excellence at Georgia State University, *APAL* is an education program that uses multiple arts disciplines as tools to improve teaching and learning of academic subjects, K-12. Program components include a summer learning institute; an application process to match teacher teams with artists; planning, lesson plan development, and design of student portfolio outcomes; and in-service courses on arts-integrated learning. Outcome goals are to improve classroom teaching and learning in accordance with Georgia Quality Core Curriculum requirements. The documentation, unique to each school, may include student, teacher, and artist journals; student portfolios; video; photography; and collection of exemplary lesson plans. Ongoing evaluation is folded into all phases of the project. The project is estimated to serve 12,000 children and adults in *APAL* schools by extending the program beyond each classroom to embrace the entire school community and community at large.

Aman Folk Ensemble

The Armory NW 965 N Fair Oaks Avenue Los Angeles, CA 91103 \$20,000

Project Director: Rose Anne Schoof 626/797-9051 amanex@aol.com

To support the Aman *Arts-in-Education* program. Traditional music and dance from diverse cultures will be used to improve students' social skills, coordination, and memory, as well as facilitate curriculum instruction in geometry, geography, history, and language. Teachers will receive six hours of training and instructional materials, and new artists will be introduced to teaching techniques and classroom management strategies. Aman's curriculum guide will be updated, and a video will be created to help students understand the origins of various dances and the cultures they represent. Aman will conduct a *Parent Night* at three participating elementary schools to teach families to dance and help them understand how dance enhances the curriculum. The 225 workshops conducted in the schools will include an experiment to compare the results among children who attend 10 workshops and similar students attending only five. Evaluation surveys will go to teachers and parents, and documentary videos will be made of each set of the first and last workshops in order to assess the program's impact.

American Place Theatre, Inc. 111 West 46th Street New York, NY 10036 www.americanplacetheatre.org \$17,000 Project Director: David Kener 212/840-2960 edu@americanplacetheatre.org

To support the *Literature-to-Life* program. Initiated in New York in 1994 and replicated later in Los Angeles and Washington, DC, the program encourages middle-and high-school students to develop reading, writing, and critical thinking skills and involvement with literature and theater. Students engage in pre- and post-performance exercises centered on viewing a theater piece based on a book from the school reading list and performed by professional actors. More than 8,000 public and private school students will view dramas derived from such books as *Dreaming in Cuban, Manchild in the Promised Land,* and *The Color of Water*. In addition, intensive, small group workshops will focus on 25 students each. A professional assessment consultant will develop instruments for measuring outcome-based results, such as students' increased interest in learning in the arts, their awareness of diverse cultures, and teachers' abilities to use arts learning effectively in their instruction and lesson units.

Anhinga Press Inc.

1213 Lucy Street Tallahassee, FL 32308 www.anhinga.org \$15,000

Project Director: Joann Gardner 850-942-4707 joanngardner@earthlink.net



To support the expansion of *Runaway with Words*. Since 1991, the program has offered poetry workshops to more than 2,000 at-risk children and youth in shelters, detention centers, and alternative schools throughout Florida as well as in Oregon and

Utah. This project will enable Anhinga Press to work with established sites in Utah and Florida as well as launch new workshops in Wyoming and California. Long-term goals include bringing poetry to the community by publishing anthologies, sponsoring readings and festivals, and partnering with community outreach organizations. A 10-week, teacher workshop series will provide the structure in which all lesson plans and evaluation reports are conducted. The final product, a student anthology, will be published and distributed nationally through Anhinga Press.

Ann Arbor Symphony Orchestra, Inc.

527 E Liberty, Suite 208B Ann Arbor, MI 48104 www.a2so.com \$7,500 Project Director: Katie Taylor 734/994-4801

katiee@a2so.com

To support the *Symphony-to-School* program. Components include *Ensembles in the Classroom*, multidisciplinary classroom activities, and a youth concert. Schools receive one to four visits by ensembles of the orchestra, whose performances are adapted to each grade level. Through a series of multidisciplinary, multimedia classroom activities, teachers prepare students for ensemble performances and the year-end youth concert. While the program for 2003 youth concerts has yet to be determined, previous programs have included Hovhaness's *And God Created Great Whales*, selections from Elgar's *Enigma Variations*, Saint-Saens's *Carnival of the Animals*, and Offenbach's *Can-Can* from *Orpheus in the Underworld*. Selected repertoire will be accessible to students and appropriate for integrating into the academic curriculum. More than 10,000 students participate in ensemble performances in their schools, and approximately 7,000 students attend the annual youth concert.

archi-treasures Association 2850 N Pulaski Road Chicago, IL 60641 www.maplab.com//archi-treasures \$20,000 Project Director: Joyce Fernandes 773/736-1040 archi@mcs.net



To support design and development of a *Garden Gallery* at Willa Cather Elementary School. The process will encompass design workshops, afterschool art programs, and summer jobs for youth in association with nearby

community organizations. The mission of archi-treasures is to raise community involvement in the urban landscape. The objective of the *Garden Gallery* is to take under-used public space and use the design elements of art, architecture, and landscape to help students recreate it as a community-owned and used space. Students – working with local Chicago artists – will plan, design, create, and install art pieces on the school grounds. Through events at the school in which works of public art are created, the project will bring the attention and participation of the wider community to the school's renaissance. Intergenerational groups will interpret selected themes through murals, painted and tiled mosaic pathways, walls, kiosks, gateways, innovative fencing, and functional furniture. After-school programs and weekend family workshops, using curricular tie-ins, will teach media needed to create pieces for installation. The project will involve 490 students, family, school faculty, and neighborhood partners.

Armory Center for the Arts 145 N Raymond Avenue Pasadena, CA 91103 www.armoryarts.org \$47,000
Project Director:
Doris Hausmann
626/792-5101
d hausmann@yahoo.com

To support *Art Central*. This new, comprehensive arts education program will place a full-time artist-in-residence in each of two elementary schools to encourage student and teacher involvement in the arts. Based on a 15-year partnership with Pasadena Unified School District and the Armory's established *FLARE*: *Fun with Language, Arts, and Reading* and *CIE*: *Children Investigate the Environment* programs, *Art Central* offers a new avenue for establishing the arts as an essential part of education. Teachers participating in *FLARE* and *CIE* will receive training to increase their skills in arts integration, and teachers not previously involved will have artists-in-residence and workshops in arts integration. At each school, a project team (comprised of the artist, principal, teachers, and the Armory Director of School Programs) will develop activities. The project will take place year round, including an after-school arts component during summer school. Other program components will include one-to-one training and mentoring of classroom teachers in arts education methods; workshops for parents; and school-wide festivals, art projects, exhibitions, and performances.

Art 21, Inc.
225 Lafayette Street, Ste 900
New York, NY 10012

\$45,000 Project Director: Laura Recht 212/925-0770 art21@mindspring.com



To support expansion of educational programming to complement the second season of *Art in the Twenty-First Century*, a public television series on contemporary art and artists. Launched in fall 2001, the series provides

opportunities for citizens to discover and understand contemporary art while exploring creative self-expression. Previous outreach components associated with the series have included an interactive Web site, published teacher manuals, and a national in-school program for approximately 400,000 high school students. New initiatives will include a summer teacher institute, publications, and documentation and dissemination of program assessments. Committed to educating the American public about contemporary art in an accessible and understandable fashion, the programs will serve more than 10,000 youth, adults, and general public through partnerships with galleries, arts centers, and service organizations. Curriculum-based teaching materials, tied to national standards and endorsed by the National Art Education Association, will provide approximately 400 teachers with online professional development and college credit. The assessment component will be featured on the Art 21 Web site and in *School Arts* magazine, and will be incorporated into an educational video.

Art Institute of Chicago (on behalf of School of the Art Institute of Chicago) 111 S Michigan Avenue Chicago, IL 60603 www.artic.edu \$52,000 Project Director: Philip Baranowski 312/899-5132 pbaranowski@artic.edu

To support the *Teacher Institute in Contemporary Art (TICA)*. The School of the Art Institute will expand *TICA* to offer four separate one-week sessions to high school art teachers from around the country. This intensive professional development program is designed to re-energize the artist in the teachers with the primary goal of improving the teaching of contemporary art, especially in rural and non-urban areas. The Art Institute provides participants with the opportunity to study in the studio with contemporary artists in visual and new media arts, attend roundtables with critics and theorists on developments in the field, and finally discuss art in the classroom. *TICA* has documented that past participants carry the information and techniques back to the classroom with renewed enthusiasm. In addition, the project will provide an online network where participants can read latest developments, post samples of curriculum, and discuss classroom practices. A total of 120 art teachers will attend.

Artists Collective, Inc. 1200 Albany Avenue Hartford, CT 06112

\$30,000 Project Director: Dollie McLean 860/527-2979

To support training and performance opportunities in dance and music. Designed to bring youth together from different ethnic and socio-economic backgrounds, youth participate in, celebrate, and share the art and culture of the African diaspora with the greater Hartford region. Youth engage in training and master workshops with professional artists and participate in *Performing Dance Ensembles*, *Choreographer's Workshop* and *Youth Jazz Orchestra*. Dance classes include training in traditional African, Afro-Cuban, jazz, tap, modern, and ballet. Music instruction includes beginning and advanced theory, percussion, brass instruments, voice, and guitar. Student performances take place regionally and in schools including the *Yaboo Ceremony*, a rite-of-passage program based on traditional African family values. Approximately 670 youth will participate.

Arts & Humanities Association of Johnson County (consortium) 10995 Gillette
Shawnee Mission, KS 66282-2543
www.artsnoboundaries.org

\$25,000 Project Director: Carol Heil 913-345-2720 ahajoco@artsnoboundaries.org

To support the expansion and refinement of *Kansas Arts Learning*. Designed as a community-based, arts education program for parents and young children, the project will develop new partnerships in rural northeast Kansas and the urban core of Kansas City. The principal consortium partner, Lawrence Arts Center, will be joined by other members: Parents as Teachers, Project EAGLE, and the Johnson County Library. Based on three progressive pedagogies—constructivist learning, project-oriented art instruction, and developmentally appropriate practices for young children—the development of community-based arts curriculum will use trained artists to involve families and children in dance, visual arts, music, and drama. Designed to build parental arts appreciation while providing creative arts experiences for children, the consortium will train 94 staff members of the partner organizations and parent educators, as well as 20 artists. Approximately 4,160 families will benefit from the project.

Arts Education in Maryland Schools, Inc. 616 Water Street, Suite 321 Baltimore, MD 21202 www.aems-edu.org

\$45,000 Project Director: Nancy Smith 410/783-2367 nsmithaems@erols.com

To support a review of the status of the local fine arts strategic plans. Through a two-year evaluation process, AEMS and its partners will systematically examine the results of fine arts strategic plans that were undertaken in all 24 school districts in Maryland and were supported by the governor, state legislature, and state department of education. Founded in 1997, AEMS is a partnership of advocates from the arts, education, and business communities that supports high-quality, systemic arts education for all Maryland students. Project activities include gathering of qualitative and quantitative data through evaluation instruments designed and administered by teams of AEMS steering committee members and staff of the Philadelphia-based OMG Center for Collaborative Learning. Data will be gathered through on-site meetings with local steering committee members involved with the original design of the strategic plans; and meetings with district administrators, including superintendents and principals. Findings will be disseminated through the annual *Cultural Arts For Education* conference and will help shape ongoing development of the *Partnership for Arts and Cultural Education* grants program designed by AEMS in collaboration with the state arts council and state department of education.

ArtsConnection, Inc. 120 West 46th Street New York, NY 10036 www.artsconnection.org \$60,000
Project Director:
Carol Morgan
212/302-7433
MorganC@artsconnection.org

To support classroom-based instruction in dance, storytelling, and theater. The 20-week program reaches the student body of 1,600 at Community Elementary School 53 in the Bronx and provides professional development for teachers. For the last 20 years, ArtsConnection has worked to re-establish the arts as an integral part of the curriculum by providing arts programming to more than three million children, teachers, and families in the New York City public schools. Teaching artists participate with classroom teachers in the planning and reflection process for each residency. An Artist Study Group uses peer mentoring and review of student-focused videos to help set goals and improve instruction. Sequential instruction allows students to develop and deepen artistic expression and skills through multiple arts experiences. Residencies provide an alternative point of entry to general learning. All activities are tied to the State Learning Standards in the Arts and English/Language Arts.

Arvada Council for the Arts and Humanities 6901 Wadsworth Boulevard Arvada, CO 80003 www.arvadacenter.org \$10,000 Project Director: Kathy Kuehn 303/431-3080 kathy-k@arvadacenter.org

To support a children's theater production and associated Arts Day events. The Arvada Center will host approximately 32,000 students for three-hour visits that include a professional performance based on a popular children's literary work, backstage tours and drama workshops, and related exposure in areas such as dance, visual arts, history and environmental education, and music. In 2002, the center will present *The Hardy Boys in the Mystery of the Haunted House*. All programs are coordinated with classroom teachers to address standards as well as tailor workshops and activities to enhance lesson plans and instruction of the core curriculum. In addition, Arts Day events are designed to adapt content for culturally diverse students and those with hearing or visual impairments. The project includes an evaluation component which will pay particular attention to how the study guides distributed by the center and other work with teachers will succeed in helping them use arts learning more effectively in their teaching and programming.

Asian Arts Initiative 1315 Cherry Street, 2nd Floor East Philadelphia, PA 19107 www.asianartsinitiative.org \$38,000 Project Director: Lori Sasaki 215/557-0455 lori@asianartsinitiative.org

To support the *Youth Arts Workshop*. The program, targeted to Asian American teenagers, provides a "safe space" in which youth can be engaged in art making while developing their critical thinking and leadership skills. As the first pan-Asian organization in Philadelphia dedicated specifically to the arts, the Asian Arts Initiative provides resources and models for the integration of arts programs among artists, arts organizations, and the social service sector. Since 1998, more than 300 teens have worked alongside 15 artists in weekly courses, monthly open house arts events, and internship opportunities. Youth internships provide teens with sustained opportunities to assume and develop leadership skills through such activities as co-facilitation, coordination, and initiation of workshops. An *Artists in Communities Training Program* provides sequential teaching and learning opportunities to expand the pool of Asian American artists.

Atlanta Ballet, Inc. 1400 W Peachtree Street NW Atlanta, GA 30309 www.atlantaballet.com \$20,000 Project Director: Sharon Story 404/873-5811 sstory@atlantaballet.com

To support *Centre Dance*, a multi-faceted dance education program in Atlanta schools. *Centre Dance* provides a curriculum-based dance program for approximately 100 atrisk children in kindergarten through 12th grade. The project was instituted four years ago and supports semester-long, in-school workshops, as well as a teacher-training program designed to provide more instructors for the program's planned expansion. In addition, the project will present *Kids-In-Step*, fully staged, professional performances of an abbreviated ballet at the Fox Theatre, and *Get Up and Dance*, interactive workshops toured to more than 80 community locations by students at the Atlanta Ballet who are training to be professional dancers. Various assessment tools will measure outcomes including the participating students' attendance, test scores, and behavioral changes against control groups in the same schools.

Austin Circle of Theaters 4402 Burnet Road #1 Austin, TX 78756 www.acotonline.org \$8,000 Project Director: Rick Garcia 512/414-5851

To support Summer Talk Theater. Designed as a dropout-retention program, high school youth participate in theatrical experiences while learning life and academic skills. Working with youth at Johnston High School, which has the second-highest dropout rate in the Austin Independent School District, artists teach youth how to develop, produce, and perform theater pieces based on their own stories. An ensemble-based theater company, Rude Mechanical, will serve as the teaching team. Public performances will feature youth monologues, dialogues, and personal experiences. A film and video artist will document the program while instructing students in camera use, sound, and editing. Twenty students will participate during the six-week summer session.

Austin Lyric Opera PO Box 984 Austin, TX 78767 www.austinlyricopera.org \$19,500
Project Director:
Margaret Perry
512/472-5927
Mperry@austinlyricopera.org

To support *Opera Odyssey*, an arts learning project targeted for fifth-grade students. Various component programs will expose students and teachers to the range of multi-disciplinary activities that are required to produce opera. Workshops will provide 1,200 students with an understanding of opera basics, including voice types and terminology related to the art form. Young artists in the apprenticeship program will perform informally and discuss their careers. Later, these same singers will present a fully staged, shortened version of Mozart's *The Magic Flute*. In addition, students will attend two different, fully produced performances in the concert hall: the *Opera by Day* production will be linked to preparatory inschool sessions that connect with the curriculum, as will the *Opera by Night* production, a main stage dress rehearsal. Finally, students will spend time at the Lyric Opera's offices, learning about box office, fundraising, and marketing operations. Guided by an independent evaluator from the Elementary Education Department at the University of Texas, student diaries and surveys will be reviewed in assessing the program.

Ballet Florida, Inc. 500 Fern Street West Palm Beach, FL 33401 www.balletflorida.com \$15,000 Project Director: Christine O'Sheab 561/659-1212

To support the continuation of *City Dance Outreach*. Since 1995, this classical and contemporary dance outreach program has recruited youth from five schools for afterschool classes for which tuition, dance apparel, and transportation to Ballet Florida studios are provided. In this program, designed to provide arts opportunities targeted for underprivileged youth in West Palm Beach, second-grade students will participate in weekly, semester-long ballet classes. Culminating presentations for family and friends will demonstrate students' learning. After a student has studied for three years, he/she is given the opportunity to perform in the professional company's production of *The Nutcracker*.

Ballet Idaho, Inc. 501 South 8th Street, Suite A Boise, ID 83702 www.balletidaho.org \$30,000 Project Director: Jack R Lemmon 208/343-0556 jack@balletidaho.org

To support an educational outreach program, *Learning Through Dance*. Three project components have been designed to integrate dance and movement into curriculum-based learning: *Artist-in-Residence*, *Teacher In-Service*, and *School Connections*. The *Artist-in-Residence* program will place instructors with professional dance experience in third-grade classrooms for 10 weeks. The *Teacher In-Service* component will provide professional development by assisting teachers in creating lesson plans based on movement demonstrations by the ballet company's members, with follow-up sessions allowing teachers the opportunity to share experiences and revise teaching techniques. *School Connections* places 50-minute interactive assembly presentations in the schools that are based on local curriculum and accompanied by study guides for grades K-6. Overall, 10,000 students in Boise and surrounding rural areas will be exposed to dance or taught using methods that follow national standards for dance education and the Idaho academic standards for instruction.

Ballet Tech Foundation, Inc. 890 Broadway New York, NY 10003 \$50,000 Project Director: Sabine Tuthill stuthill@ballettech.org

To support the Upper School program (grades 6-12) at the New York City Public School for Dance, and performances by *KidsDance*. Developed as an effort to increase the pool of professionally trained young dancers, the program not only strengthens students' dance technique but also is designed to help raise individual dancers' sense of responsibility and improve their discipline. In 1978, Eliot Feld began auditioning and training New York public school children at his Ballet Tech School in Manhattan. Since that time, the school has continued to offer talented students tuition-free classes, supported by free transportation to/from classes, dancewear, and ballet shoes. The Upper School program will enroll up to 75 full-time students with in-school days split between formal dance training and academic studies. Approximately half of the students are from families at or below the poverty level. Students also rehearse and dance with professionals in *KidsDance*, performing in the Joyce Theater and at local public schools.

Baltimore Symphony Orchestra Inc. (consortium) 1212 Cathedral Street
Baltimore, MD 21201-5545
www.baltimoresymphony.org

\$70,000
Project Director:
Sarah Angerer
410/783-8022
sangerer@baltimoresymphony.org

To support expansion of the *Arts Excel* curriculum program for grades K-12. Program components include school observations, classroom presentations, planning sessions with teachers, implementation workshops to review curriculum, and program dissemination. Building on a highly successful leadership role for educational programs by symphony orchestras, this initiative is supported by consortium partner the Baltimore City Public School System. New components will include expansion of the program from 8 to 11 schools; two summer programs called *SuperKids Camp* and *Library Learning*; increased use of local arts education expertise through staff development at Towson University's Arts Integration Institute; increased flexibility of the curriculum to suit the particular needs of schools; new partnerships with other Baltimore performing arts venues; expansion to the Fairfax Symphony Orchestra and Fairfax County Schools; and replication nationally of the project via online resources. Core program activities will take place in 11 participating schools and will serve more than 400 teachers and 5,000 students.

Book-It (Book-It Repertory Theater) Seattle Center 305 Harrison Street Seattle, WA 98109 www.book-it.org \$15,000 Project Director: Gail Frasier 206/770-0880 education@book-it.org



To support an education and community outreach program titled *Book-It All Over!* The program utilizes a repertory of seven productions for its touring component, related workshops, and an in-school artist residency to teach its

methodology of creating simply- staged productions based on literature in the curriculum. Professional theater artists link stories to workshops in creative writing, character development, improvisation exercises, and performance techniques to improve students' reading and cognitive skills, mitigate illiteracy and underachievement, and increase cultural and arts learning. The skills learned by teachers and students from the *Book-It* methods allow adaptations of literature for student stage work. Past productions have included dramatic versions of John Irving's *A Prayer for Owen Meany* and Jane Austen's *Pride and Prejudice*. The project will reach approximately 30,000 children and young adults in schools, libraries, community centers, parks, churches, and synagogues throughout Washington state.

Brown University (consortium) PO Box 1938 Providence, RI 02912 www.artslit.org \$100,000 Project Director: Nancy Hoffman 401/863-1440 Nancy Hoffman@Brown.edu



To support the *Arts/Literacy Project*. The project will provide a year-round professional development program for teachers and artists linking performing arts and literacy skills. Building on an initiative developed over the last three

years with consortium member Providence Black Repertory Company (and utilizing artists from the Trinity Repertory Company and Perishable Theater), teachers, artists, and students will participate in a series of workshops, a summer lab school, and artist partnerships. *Arts/Literacy* also aims to provide challenging academic and artistic opportunities for underserved students, particularly those in English as a Second Language and special needs classrooms and in resource-challenged schools, helping them to meet standards-based learning outcomes. A cadre of teachers and artists will use an original instructional model, the *Performance Cycle*, as a structure for teaching challenging texts in secondary classrooms. Targeted for this project are more than 150 teachers, 16 professional artists, 50 graduate and undergraduate artists and teachers in training, 300 summer students, 1,380 students during the academic year, and 200 community members. The ten-year goal of the project is to build a self-sustaining Center for Literacy and Performance Studies for Youth.

California College of Arts and Crafts (consortium) 1111 8th Street
San Francisco, CA 94107
http://www.ccac-art.edu/

\$48,000 Sonia Manjon 510/594-5003 smanjon@ccac-art.edu

To support the design and implementation of a K-12 program infused with the study of art, architecture, and design. Consortium member Bay Area Coalition of Equitable Schools and the college will partner with a high school and an arts magnet school (K-8) to offer sequential learning in the arts with a connection to other subject areas. College staff will meet monthly with teachers and administrators to team staff and outside consultants with teachers to begin the curriculum design; teachers will also attend college classes to energize their own creativity. Simultaneously, arts activities will be initiated through artist residencies, exhibition and scholarship opportunities, and a special residency program that allows students from the college to develop pedagological skills and test them in classroom projects. The results are expected to be twofold: significant arts programming for the partner schools and college students with teaching skills.

California Institute of the Arts (consortium) 24700 McBean Parkway Valencia, CA 91355-2397 http://calarts.edu

\$50,000 Project Director: Glenna Avila 661/222-2708 cap@calarts.edu

To support the *Community Arts Partnership (CAP)*. Designed as a two-year, in-depth multicultural and community arts program, *CAP* brings together Cal Arts faculty and students with community arts organizations to design and implement in-depth programs in media arts, dance, visual arts, theater, and music for youth. Since 1990, CAP has collaborated with 11 community arts organizations throughout underserved Los Angeles neighborhoods providing outreach programs for more than 3,200 youth. Consortia members include the Armory Center for the Arts, Inner-City Arts, Los Angeles Center for Photographic Studies, Plaza de la Raza, Santa Clarita Valley Boys & Girls Club, Selp-Help Graphics & Art, and the Watts Towers Arts Center. Classes and workshops take place throughout the school year with culminating performances and exhibits. Approximately 5,000 young people (ages 10 to 20) will receive in-depth arts training, and an additional 20,000 will receive one-day demonstrations and exhibits. The CAP model is being replicated nationally as a model community youth arts program.

California Shakespeare Festival 701 Heinz Avenue Berkeley, CA 94710 www.calshakes.org \$15,000 Jonathan Moscone 510/548-3422 jmoscone@calshakes.org

To support three components of the *Artistic Learning Initiative*. The Festival will offer varied programs to reach elementary and secondary students in the Bay area. *Teaching Artists in Schools* is a professional development program based on the Lincoln Center Institute's "aesthetic education" model, which will train teachers and artists to use live theater performances as a text for classroom lessons. The Festival will implement an artist-in-residence program as well, developing 8- to10-week sessions that focus on improvisation and writing in addition to discussing a rehearsal process students observe. *Summer Youth Imagination Training* will provide workshops in acting, voice, and movement and encourage students to develop alternate forms of expressions, such as dance, songs, and paintings, based on responses to Shakespeare's plays. The programs will be used to strengthen relationships with the students' parents, their schools, and the community.

California Summer Music, Incorporated

236 West Portal Avenue, #104 San Francisco, CA 94127 www.csmusic.org \$7,500 Project Director: May Kurka 415/753-8920 csm@dnai.com

To support implementation of the *Composition & Theory Skills Program*. Designed to provide opportunities for young musicians to create and perform contemporary music, youth will participate in the creation, reading, rehearsal, performance, and recording of new works. Over the course of the program, student composers will receive 12 private lessons and participate in group seminars, master classes, and lecture/demonstrations with resident composers. The curriculum features all stages of the compositional process, including sketching, planning, and development of musical ideas; score and parts preparation; and rehearsals. All students are required to complete at least one composition, which will be performed by the *California Summer Music Performance Program* students. Approximately 70 students (ages 12 to 25) will participate.

Capoeira Foundation, Inc. (consortium) 246 W. 38th Street, 8th Floor New York, NY 10018

\$50,000 Project Director: Margaret Wood 860/525-9395 dancectctmwood@snet.net

To support the expansion of a youth arts dance program. Designed to reach the City of Hartford's inner-city population, youth will receive dance and Capoeira training on a year-round basis. Dedicated to furthering the development and understanding of Brazilian and African-based culture, the Foundation sponsors DanceBrazil, a professional company of contemporary and traditional dancers and musicians. Consortium members include Dance Connecticut and the Housing Authority of the City of Hartford. The program will expand Dance Connecticut's *Dance Program for City Youth* by creating a *Youth Dance Performance Project*, a teen performing group which provides peer support for new participants. Efforts include enriching program content through the development of outcome-based curriculum and extending outreach to populations of great need by working with the Housing Authority. In May of each year, DanceBrazil will provide week-long residencies, workshops, open rehearsals, and informal performances. Youth (ages 12 to18) will participate in five-week summer classes and 16-week semester classes.

Center for Arts Criticism 262 East 4th Street, Ste 501 St. Paul, MN 55101 www.in-progress.org \$30,000 Project Director: Kristine Sorensen 651/290-2653 ythmedia@aol.com

To support the continuation of *In Progress*. This community-based, mobile media arts unit engages youth in the artistic disciplines of video production, digital photography, writing, and critical appreciation. The center is dedicated to using arts criticism as a tool for dialogue, and it has directed its recent work toward the support of emerging media artists and critics from underserved rural, tribal, and urban communities. During three-week summer workshops and in-school activities, youth participate in exhibition planning and production, exhibits and screenings of their artwork, and an annual gathering. Youth will develop leadership qualities by actively planning programs, submitting grants, collaborating with school and community administrators, managing budgets, and participating in evaluations. *In Progress* will train approximately 100 youth, six community artists, and up to 10 local educators in three rural communities in Minnesota: Crookston, Leech Lake Nation, and Grand Marais.

Center for Documentary Studies PO Box 90802 Durham, NC 27708 http://cds.aas.duke.edu \$57,000 Project Director: Wendy Ewald 919/660-3655 wendyewald@aol.com

To support the professional development of teachers and artists using methods from the Literacy Through Photography (LTP) program. Workshops and related services will be offered to assist in the development of writing and photography skills of professionals from around the country, and a curriculum utilizing photography in the classroom will be produced. An independent unit of Duke University, the Center takes documentary education beyond the classroom, using photography, oral history, film, folklore, and narrative writing to explore community, historical, and cultural themes. Developed by photographer and teacher Wendy Ewald, the LTP program has grown from a two-week pilot for 20 children to an ongoing program in 14 elementary and middle schools. Participants explore their own creativity and learn teaching techniques and skills to implement the program, using such topics as language, race, and self-image. A related Web site will be expanded to allow teachers to share information and exhibit student work. Evaluation of the participants' success in using the LTP process will be used to refine the professional development sessions and re-focus the curriculum.

Center for Puppetry Arts 1404 Spring Street NW Atlanta, GA 30309 www.puppet.org \$25,000 Project Director: Liz Lee 404/873-3089 llee@mindspring.com

To support puppetry productions and associated educational activities. The Center will produce two works based on children's stories or interests and offer workshops, study guides, and museum visits that complement the performances. Founded in 1978, the Center is the largest institution in North America dedicated to the art of puppetry. Approximately 40,000 students, teachers, and parents will attend *Dinosaurs*, a show that uses hand, rod, and larger-than-life body puppets with a variety of special scenic effects to engage students. Another 9,000 will attend *The Velveteen Rabbit*, a production for young children that explores concepts of self. Workshop activity is based on Georgia core curriculum standards. In addition, video conferencing and other learning activities will be made available to students in rural and underserved communities through the Center's distance learning program.

Center of Contemporary Arts 524 Trinity Avenue St. Louis, MO 63130 www.cocastl.org \$20,000 Project Director: Indigo Sams 314/725-6555 outreach@cocastl.org



To support the continuation of the *Pre-Professional Dance* and *Dance*Outreach programs. These programs provide intensive training for lowincome students and year-long dance residencies to elementary schools in the

St. Louis School District. *Pre-Professional Dance*, a long-term training program for talented dancers, is designed to encourage the development of young dancers toward professional goals while working alongside professional dance artists and with dance companies. Training includes ballet, modern dance, acting, voice, and master classes with nationally known teachers. Since 1992, residencies of *Dance Outreach* have impacted more than 1,500 children in elementary schools. Classes consist of long-term, twice weekly classes in basic techniques. Project activities include opportunities for summer study in top dance programs for advanced students, career counseling, and professional development opportunities for Center of Contemporary Arts dance faculty. Approximately 250 youth (ages 8 to 18) will participate.

Charlotte Children's Choir

119 E. 7th Street Charlotte, NC 28230-0724 www.charlottechildrenschoir.org \$5,000

Project Director: Nancina Pope 740-374-1892

Nancinapope@mindsprings.com

To support a choral arts festival titled *A Children's Celebration in Song*. The 11th annual summer choral festival will provide opportunities targeted for children from three counties to study choral singing, vocal development, and creative motion. This program was developed to provide training and education in voice and theory while promoting an appreciation and enjoyment of choral music. Youth will participate in Orff-Schulwerk instrument classes, as well as daily sessions in "choralography," which combines aspects of singing and movement. Teachers learn choral movement and sight singing and rehearsal techniques, as they earn re-certification credits. A free finale concert by camp participants will be offered to the public. Approximately 200 children in second through seventh grades will participate.

Chekhov Theatre Ensemble, Inc.

138 South Oxford Street, #1-B Brooklyn, NY 11217 www.chekhovtheatre.org \$8,000

Project Director:
Floyd Rumohr
chekhovtheatre@yahoo.com

To support *Stages of Learning*, a series of experiences designed to inspire children to learn. In 10-week sessions, the ensemble will provide lecture demonstrations that introduce teachers and approximately 4,000 kindergarten through eighth-grade students to a sequential process that illustrates how a play is developed in rehearsal. After participating in actor training workshops, the students will be encouraged to use the technique to adapt a theme or works of literature to create their own activities, which can be shared within the school community. The *Stages of Learning* project is an effort to help children to read, write, think critically, and find positive outlets for creative expression. The project will include a one-week retreat for staff and artist/teachers to evaluate the program's impact. Founded seven years ago, CTE bases its work on the Michael Chekhov technique, which is guided by the principle that a creative spirit exists within all human beings, especially children.

Chicago Architecture Foundation (consortium) 224 South Michigan Avenue Chicago, IL 60604 www.architecture.org

\$20,000 Project Director: Bonita Mall 312/922-3432 bmall@architecture.org

Public Schools, the project provides educational opportunities and career counseling for high school students interested in design. Selected students will receive paid summer internships at architecture firms and architecture workshop scholarships. Celebrating its 20th anniversary in 2002, the *Newhouse Architecture Competition* is one of the foundation's most well known youth education programs. Approximately 1,000 high school students from more than 30 public schools register annually for the program. Students participate in field trips, tours, and workshops that expose them to a variety of design and building professions. Completed student projects from among nine categories, including computer-assisted drawing, model making, rendering, design, and drafting will be entered into the annual competitions. Student projects will be exhibited and judged for excellence with awards presented to outstanding entries. Each student who participates receives a certificate of achievement.

Chicago Arts Partnerships in Education (CAPE) 954 West Washington, 5th Floor Chicago, IL 60607 www.capeweb.org

\$80,000 Project Director: Arnold Aprill 312/870-6141 aaprill@capeweb.org



To support the *Arts Education Design Seminar*. The project assists arts organizations and schools in co-designing and teaching arts-integrated curriculum through hands-on training and curriculum development to foster

whole-school improvement through the arts. Founded in 1993, CAPE has fostered 19 partnerships involving 30 schools, 45 arts organizations, and 11 community organizations and has served as a laboratory for the development and dissemination of arts integrated curriculum. CAPE will serve 15 new artists and arts organizations through peer professional development, mentoring with veteran CAPE teaching artists, facilitation of relationship building, and linking these artists and organizations with resources from higher education. Projected outcomes include integrating high-quality student arts experiences into overall school curricula and dissemination of successful arts partnership models to other artists and schools. Nationally known researchers James Caterall of University of California at Los Angeles and Steve Seidel of Harvard University will participate in an extensive evaluation of the project.

Chicago Children's Choir

78 East Washington Street, Floor 5 Chicago, IL 60602 www.ccchoir.org

\$50,000

Project Director: Josephine Lee 312/849-8300 jlee@ccchoir.org

To support the creation and production of an original work, *Movement*. The multi-media choral performance will serve students in grades K-12 from Chicago and neighboring suburban schools. Dedicated to enriching young people's lives through musical excellence, the children's choir has grown into the largest youth music education program in the country. While touring South Africa, Italy, Mexico, and the United Kingdom, youth have performed at the respected Ravenna and Llangollen (Wales) Festivals. The proposed work, *Movement*, will be composed and arranged by composer/choral conductor Moses Hogan; and writer/actor/director David Kersnar will write dialogue and lyrics and direct the production. They will collaborate to develop a piece that combines objects, film, video, and slide images with traditional dialogue and narrative lyrics. Youth in 44 Chicago elementary schools, four community-based after-school choruses, and the 130-voice Concert Choir will participate. Field trips to the Chicago Theatre performance will include more than 3,600 youth.

Chicago Children's Museum

700 East Grand Avenue, Ate 127 Chicago, IL 60611 www.chichildrensmuseum.org

\$15,000

Project Director:
Joe Byrnes
312/464-7658
JoeB@chichildrensmuseum.org

To support the continuation of *Passport to the World*. Begun in September 2000, this multi-cultural celebration has provided youth and their families opportunities to learn about the arts and traditions of Chicago's diverse and emerging neighborhoods. While preparing youth to understand and appreciate cultural differences, Mexican, Native American, Nigerian, Irish, South Asian, and Puerto Rican communities collectively will explore and showcase aspects of their cultures. This year-long series of cultural programs features monthlong educational programming related to specific communities as well as three-day festivals and *Free Family Nights*. All activities will feature professional artists, student groups, and visiting international artists. The project has the potential to reach 31,000 individuals including children, families, artists, and educators. Information about the project will be disseminated at museum conferences

Chicago Youth Symphony Orchestras

410 South Michigan Avenue, Suite 833 Chicago, IL 60604 www.cyso.org

\$7,500 Project Director: Cathy Griesmeyer

312/939-2207

cgriesmeyer@cyso.org



To support *Classroom Symphony*, a string instruction program, and expansion of after-school community outreach activities. Program components include student training, development of teacher-orientation materials, in- and after-

school workshops, concert trips, and a spring concert. Founded in 1946, the mission of the youth symphony is to bring together talented students from many communities to create ensembles of a pre-professional caliber. *Classroom Symphony* (formerly called *Music Pathways*) is an in-school program which uses sections of the orchestra to sequentially introduce musical concepts to students in grades K through five. The satellite string program at the Beverly Art Center will provide weekly after-school, early ensemble training to a largely African American community on Chicago's southwest side. It provides beginning string instruction with weekly after-school orchestra rehearsals, periodic sectional rehearsals with outside professional coaches, concert attendance, and exposure to a diverse repertoire. An expansion of this outreach will take place in three local Boys and Girls Clubs. More than 200 ethnically and economically diverse young musicians and 500 students take part annually in the programs.

Children's Book Press 2211 Mission Street San Francisco, CA 94110 www.cbookpress.org \$15,000

Project Director: Alexandra Freidus 415/821-3080 afreidus@cbookpress.org

To support *LitLinks*, an Internet residency project. Through four virtual author-in-residence programs, the project offers an innovative, literature-based approach that will stimulate students to investigate their own backgrounds and communities and then express themselves in writing and publish online. Participating authors will include poets Francisco Alarcon and Juan Felipe Herrera, journalist Chiori Santiago, and writer Toyomi Igus. Approximately 125 targeted low-income students in Austin, Los Angeles and Mountain View, CA, and Washington, DC, will examine a work by an author, learn online about the author's writing process, and then follow an assignment outlined in collaboration with the teacher. Themes are integrated with the curriculum in language arts and social studies. Bilingual outcomes can be addressed in the lesson plans for a given school, and authors will reach wider audiences through associated public events and school assemblies.

China Institute in America 125 East 66th Street New York, NY 10021 www.chinainstitute.org \$20,000
Project Director:
Dr. Nancy Jervis
212/744-8181
njervis@chinainstitute.org

To support Sound of Silk: Chinese Culture through Music, a professional training opportunity for New York City sixth-grade teachers. The program will utilize music to stimulate and facilitate children's learning about the folk and traditional culture of China and to enable them to understand Chinese music. Since its founding in 1926, the China Institute has provided educational and artistic programming about China and Chinese culture to all Americans. Project components include a two-day workshop designed for teachers to learn key elements of Chinese culture, Chinese musical theory, and social contexts in which music is performed; a series of four in-class activities designed to provide the context for in-class musical workshops; and four in-class musical workshops with Chinese performers and instruments. Activities are aligned with New York State Arts Standards, as well as the mandated sixth grade social studies curriculum. Six schools and approximately 18 sixth-grade classes will participate in the project.

Choral Arts Society of Washington 5225 Wisconsin Avenue NW, Suite 603 Washington, DC 20015 www.choralarts.org \$25,000 Project Director: Jeanette McCune 202/244-3669 jeanettemccune@choralarts.org

To support the *artsACCESS* program. This choral music educational initiative will be focused on primary grades to assist schools in using music and the arts to teach across the curriculum. Launched in 1999 in partnership with District of Columbia Public Schools, *artsACCESS* targets four inner-city D.C. schools and includes collaborative curriculum development, teacher/artist training, and classroom resources. Teachers, artists, and an outside curriculum development specialist will identify annual learning objectives and collaboratively develop music-based lesson books. The teachers and artists will then receive training in the use of the lesson books and meet prior to their presentations in the classroom. To support all classroom activities, each school will receive a music treasure chest filled with books, recordings, small musical instruments, CD player, and other learning tools that link to a given grade's lesson plans. An outside evaluator has been engaged to conduct an ongoing assessment of the project. The project will reach 1,000 students in 45 elementary school classrooms through a total of 556 artist visits.

City of Santa Fe PO Box 909 Santa Fe, NM 87504-0909 sfweb.ci.santa-fe.nm.us/ \$32,000
Project Director:
Sabrina Pratt
505/955-6707
svpratt@ci.santa-fe.nm.us

To support ongoing professional development for elementary classroom teachers. The program will focus on methodologies of aesthetic education and ways to use the arts to meet literacy goals that have been established by the Santa Fe Public Schools. A project coordinator and cadre of teaching artists will assist teachers with planning; demonstrate the use of arts experiences as an integrated part of the curriculum; embed literacy development strategies into artistic activities; and conduct one-day workshops based on local works of art. Participating artists, who have received training in the Lincoln Center Institute's aesthetic education methodology, will work with teachers for 36 hours during the school year and will jointly develop and implement lesson plans relating to live performances and exhibits students will attend at local venues through the *ArtWorks* partnership. Monthly meetings and mid- and year-end celebrations will enhance networking among the group, and creation of an "e-zine" and listserv will help teachers to share information and resources. Thirty teachers and approximately 750 students will participate.

Civic Light Opera (aka Pittsburgh CLO) 719 Liberty Avenue Pittsburgh, PA 15222-3504 www.pittsburghclo.org \$15,000 Project Director: Meredith Adams 412/281-2234 Mvadams@pittsburghclo.org

To support expansion of the *Creative Vision* program that will broaden the in-school component's reach among the Pittsburgh middle schools. The Civic Light Opera will provide theater arts training within a standards-driven language arts curriculum to 300 students. Evolving since 1990, *Creative Vision* uses musical theater arts, creative writing, role playing, and conflict resolution to enhance students' creativity and communication skills and to encourage overall educational development, imagination, and self-confidence. Selected on the basis of a variety of concerns, such as faltering academic performance, poor attendance, inadequate verbal skills, and lack of concentration, students will be encouraged to find and express their own voices in weekly, 90-minute class sessions. Data collected on each student by an outside team of professional evaluators will lead to an assessment of the program's outcomes. Tracking students over a three-year involvement with the program, the Light Opera anticipates that it will be able to demonstrate beneficial personal outcomes and overall improvement in the schools participating in the project.

Clay Studio, The 139 North Second Street Philadelphia, PA 19106 www.theclaystudio.org \$15,000
Project Director:
Kathryn Narrow
215/925-3453
kathryn@theclaystudio.org

To support the continuation of *Claymobile*, a mobile ceramic art education program for underserved youth. In an effort to provide access to high-quality clay art education and teaching opportunities for artists, *Claymobile*, host institutions, artists, and teachers design interdisciplinary lesson plans using ceramic arts. Since 1994, the program (in partnership with more than 120 neighborhood institutions) has reached at least 6,000 underserved youth in Philadelphia and Chester, PA, and Camden, NJ. Classes meet for 90 minutes each week for 6 to 12 weeks. One such partnership with the Meade Elementary School involves collaborative activities with the school's grief bereavement program. Using clay as a medium, students will create a group mural while expressing feelings related to the loss of a loved one to violence, drug abuse, or imprisonment. Clay Studio artists and teachers design lessons using State of Pennsylvania Arts Content Standards and present the program at the annual Philadelphia Arts Education Partnership conference.

College of the Christian Brothers of New Mexico (dba College of Santa Fe and on behalf of GirlsFilmSchool) 1600 St. Michael's Drive Santa Fe, NM 87505-7634 www.csf.edu

\$10,000 Project Director: Deborah Fort 505/473-6409 debo@csf.edu

To support the continuation of the *GirlsFilmSchool*. The two-week summer residential program provides opportunities for adolescent youth to develop self-expression and career exploration through film and video production. National studies indicate that women at the five largest film schools average only 36 percent of all incoming students. These statistics are reflected in the most recent freshman class of 24 women and 43 men at the Moving Image Arts Department at the College of Santa Fe. Focused on increasing an awareness of this gender imbalance and increasing women leaders in the media profession, the program will teach 20 teenagers screenwriting, acting, editing, documentary directing, cinematography, and production courses while working alongside women filmmakers and female college-student mentors. Project activities include viewing works by visiting artist filmmakers, critical thinking discussions, and a public screening of a youth-produced film.

Columbia College

(on behalf of **Office of Community Arts Partnerships**)
Office of Community Arts Partnerships
600 S. Michigan Avenue
Chicago, IL 60605
www.colum.edu

\$65,000

Project Director:
Julie Simpson
312/344-7091
jsimpson@popmail.colum.edu

To support continuation of the *Urban Missions Program*. The initiative provides multi-media instruction, Web site design, and community art exhibitions. Since 1998, *Urban Missions Program* has conceived, designed, planned, implemented, and evaluated student projects, while advancing the field of community-based youth arts. Community partners will include the Duncan YMCA's Chernin Center for the Arts, Association House of Chicago, Street Level Youth Media, and Free Street Programs. Youth participate in arts projects in visual arts, theater, puppetry, poetry, and media arts. Professional development opportunities will include a three-day training series for teachers, artists, and youth providers. Program outcomes will be measured with the assistance of Columbia College field workers and the development of a youth-centered, youth-designed assessment method. Approximately 3,000 youth will participate.

Columbus Symphony Orchestra, Inc.

55 East State Street Columbus, OH 43215 www.ColumbusSymphony.com \$25,000

Project Director:
Jane Hahn
614/228-9600
jhahn@ColumbusSymphony.org

To support *The Holocaust: An Artist's Perspective*. Project components include a concert, teacher seminar, classroom visits, student-produced video documentary, and an archival exhibit. A concert program, as a culminating event, will feature the work *From the Diary of Anne Frank* by Michael Tilson Thomas and *Study for String Orchestra*, composed by Pavel Haas in 1944 during his imprisonment at Auschwitz. High school students will create a five-minute video documentary on the Holocaust; their experience will be augmented by an exhibition of archival photographs, documents, and other objects curated by the Columbus Jewish Historical Society. Curriculum materials will be provided for teachers and students prior to the concert, and the symphony's associate conductor and a local Holocaust survivor will visit approximately 10-15 schools to further prepare students for the event. Teachers will attend a seminar on the Holocaust, exploring it from a musical and historical context. As a follow-up activity, a Web site will be designed to allow students to post their thoughts and reflections on the experience and an online opportunity to chat with the conductor. Approximately 4,525 students and teachers are expected to participate.

Community Film Workshop of Chicago 1130 S. Wabash, Ste 302

Chicago, IL 60605 www.cfwchicago.org \$25,000 Project Director: Vera Davis 312/427-1245 vldavis@cfwchicago.org

To support expansion of the *Media Arts and New Technologies Project*. Designed as a year-round, after-school and summer media arts, technology, and peer leadership program, the project provides opportunities for at-risk youth to document and create community projects presented in area parks. First launched in 1999, the project partnered six Chicago schools, three parks, and District 88 of the Bellwood School District. The expansion will include the replication of the project in Chicago's declining Englewood Park and neighborhood. Project activities will include media literacy workshops, digital video production, and youth forums and presentations. Youth will serve as eventual project programmers and coteachers. Approximately 60 youth (ages 11 to 18) will participate in the project. A youth-produced video titled *The Englewood History Project* will document all activities.

Community Music School of Springfield, Inc. 127 State Street

Springfield, MA 01103-1944 www.communitymusicschool.com \$25,000

Project Director: Eric Bacharach 413/732-8428

ebacharach@communitymusicschool.com

Program components, designed for teachers at eight Springfield day nursery centers, will include daily integration of a sequentially based music program, in-classroom coteaching with music specialists, basic music skill training, and curriculum development. CMSS was founded in 1983 and has offered an early-childhood music program for 15 years. Since 1999, the organization has been implementing a pilot program in pre-schools to train educators in music integration. Through a 40-week residency, a team of 16 lead teachers will learn to design music curriculum and lead a variety of hands-on music activities with children. Lead teachers will also participate in three to five weekly training sessions outside of the classroom to gain skills in singing, reading and notation, playing recorder and barred instruments, and improvising and composing music. Programs are designed to meet the Massachusetts Arts Framework Learning Standards in music.

Community Television Network

2035 W. Wabansia Chicago, IL 60647 www.ctvnetwork.org \$15,000

Project Director: Erica Deiparine 773/278-8500 ctvn@msn.com



To support continuation of the *International Video Letter*. This multidisciplinary experience in media arts activities provides youth with opportunities to engage in global dialogues while deepening an understanding and appreciation of their

communities and culture. Begun in 1996, the project uses curriculum to engage students in global education, literacy, geography, cultural studies, research, and media arts. Through a video partnership with the Human Development Foundation in Thailand, youth in both low-income communities in Chicago and Klong Toey of Bangkok will communicate aspects of their lives and communities through video exchanges. Project activities include on-the-street video production, guest speakers from Thailand, and community screenings and television broadcasts. Approximately 50 elementary and high school youth will participate.

Cooper Union for the Advancement of Science and Art (consortium)

30 Cooper Square, 8th Floor New York, NY 10003 www.cooper.edu \$20,000

Project Director: Marina Gutierrez S. Hightower 212/353-4202 hightowersj@aol.com



To support and expand a community arts partnership. Since 1999, Cooper Union, Jamaica Center for the Arts & Learning, and ABC No Rio have partnered in a consortium to provide pre-college studio art classes to the community outside of the

academic setting. This partnership extends the reach of programs including Cooper Union's *Saturday Outreach Program*, offering approximately 450 full scholarships to New York City high school students. The Jamaica Center for the Arts & Learning's *Teen Arts Program* will provide sequential, pre-college studio art classes. Curriculum focuses on technical skills and vocabulary development, cultural and artistic heritage, and art based on individual knowledge. ABC No Rio will offer free visual arts classes in drawing and photography. Project goals include increased and enhanced recruitment efforts and exposure to Cooper Union's campus resources, portfolio preparation, career planning in the arts, and writing workshops. A video archive will document all aspects of the project.

Cultural Education Collaborative (consortium) 345 North College Street Charlotte, NC 28202

www.cecnc.org

\$90,000

Project Director: Michael Sikes 704/333-1059 msikes@cecnc.org

To support a professional development collaborative that will focus on design and implementation of an arts-infused curriculum and professional development of teachers, artists, school administrators, and arts organizations. Summer institutes and training throughout the school year will clarify teacher and artist roles in learning partnerships and prepare core teams of teachers and artists to craft integrated, arts-centered curricula. Consortium members include the Charlotte-Mecklenburg Schools, Charlotte Symphony, North Carolina Dance Theatre, Afro-American Cultural Center, Children's Theatre of Charlotte, Mint Museum of Art, Museum of the New South, and the Light Factory. Following two years of planning, a comprehensive program was designed on the basis of the North Carolina state standards for the arts, which includes training middle-school educators in the use of dance and integrated curriculum development; and *Trainee Expectations*, a year-long, professional development series of training, coaching, and program implementation. A coordinated evaluation, assessment, documentation, and dissemination plan for the entire initiative is also planned.

Dance Institute of Washington

128 M Street NW, Third Floor Washington, DC 20001 www.danceinstitute.org \$10,000

Project Director: Fabian Barnes 202/371-9656 fbarnes@danceinstitute.org

To support *First Position Ballet*, an introductory course for children in grades one through three. Dance instructors will work with teachers to develop classes for 12 students in four different 10-week sessions that will teach rudimentary ballet skills, introduce French vocabulary, improve children's response to direction and their ability to recall vocabulary and movement, and develop their skills for social communication. In addition, the total of 48 children from Washington's second-poorest neighborhood will make trips to the Kennedy Center to see *The Nutcracker* and Mufaro's *Beautiful Daughters*, which is based on an African folk tale. For many, the trip itself is a learning experience, their first venture outside of Anacostia. Parents will be treated to demonstrations at the end of each session.

Dance Ring, Inc. 30 East 31st Street New York, NY 10016-6825

www.nytb.org

\$15,000

Project Director: Diana Byer 212/679-0401 Balletfore@aol.com



To support the *LIFT Community Service Program*, which offers dance education and support services for children from New York City homeless shelters. Started in 1989, *LIFT* provides scholarships targeted to 30

predominantly African American and Hispanic American children (ages 4-12) for a 36-week training program in ballet during the school year, with less intensive sessions during the summer. The program offers a progressive course for returning students and opportunities to perform in class or, for advanced students, in week-night performances with the professional company. Each student enjoys an ongoing relationship with a mentor. While the program conducts rigorous dance training, the experience also encourages growth in social skills and tries to impress on each child that what he/she accomplishes can count as much as where he/she is from.

In addition, students will receive shoes and dancewear, provisions for transportation to and from classes, and trips to museums, professional dance performances, and concerts.

Denver Center for the Performing Arts

1245 Champa Street Denver, CO 80204 www.denvercenter.org \$30,000

Project Director: Daniel Renner 303/893-4000 drenner@dcpa.org

To support the *Living History* educational program for middle- and high-school students. Professional theater artists perform scenes from productions of the Denver Center Theatre Company, then tailor workshops to augment class curriculum in two- to ten-day residencies. Through improvisation, structured debate, and analysis, students view issues associated with classroom work in areas such as social studies, language arts, chemistry, race and identity, and philosophy. While the exercises allow students to learn about subjects outside the arts and to craft skills in communications, the dramatic scenes they saw in the beginning assembly remain at the center of the learning experience. The theater company performed for more than 18,000 students in 17 schools in 2000-01 and expects this project to double the number of schools participating; the workshop component of the project engaged 8,600 students. Signed interpretation is provided when requested, and the company intends to expand use of Spanish translation in Denver's urban schools.

Des Moines Metro Opera, Inc. 106 West Boston Avenue Indianola, IA 50125-1836

www.dmmo.org

\$15,000 Project Director: Jeri Lee Mace 515/961-6221

jerimace@aol.com

To support *Opera Iowa*, a 10-week tour to underserved audiences in the Midwest. Eight young singers with full technical support will engage students in activities that relate to presentations of *The Tale of Peter Rabbit* (K-5) and *Carmen* (middle and high school). Since 1986, Opera Iowa has toured in a nine-state region, giving community performances and half-day residencies to students in grades K-12. Teacher preparation and follow-up and classroom materials are provided to enhance each residency's five topical workshops in which all aspects of opera production and careers for singers are explored. School performances and more than 10 family-oriented, evening performances will reach a total of 28,000 people who have had little or no exposure to opera or other professional arts performances. The project will develop students' understanding of the arts and encourage expression of their ideas and feelings, while providing on-the-job training in teaching techniques for the artists on tour.

Detroit Educational Television Foundation (consortium) 7441 Second Avenue

Detroit, MI 48202-2796 www.detroitpublictv.org

\$40,000

Project Director: Robert Scott 313/876-8385 rscott@dptv.org

To support *The Enrichment Channel*. Program components include multimedia instructional programs; community-based resource materials and professional development experiences in classrooms and homes; production of a series of early literacy thematic learning units aligned to the Michigan Curriculum Framework, using resources from community-based arts and cultural institutions to promote literacy; and the development of a comprehensive education content model that can be replicated in other public television markets. Created in consortium with the Detroit Public Schools and the Wayne Regional Education Service Agency, three thematically integrated videos, CD-ROM, and Internet learning experiences, called literacy content units, will be produced. Video components will be broadcast by DPTV and WNMU-TV during their weekday *Ready to Learn* children's program schedule. Web-based lesson plans and related Internet materials will be available for each program, and CD-ROMs will be delivered to schools in conjunction with the broadcast of the video programs. The Evaluation Center at Western Michigan University will serve as the external evaluator of the project.

Detroit Institute of Arts 5200 Woodward Avenue Detroit, MI 48202 www.dia.org

\$50,000 Project Director: Nancy Jones 313/833-3975 njones@dia.org

To support continuation of the *Art Discovery Program*. The project consists of two components: a discussion based on examinations of works of art and a hands-on studio session. Since 1995, the DIA has brought the *Art Discovery Program* to fourth-and fifth-grade students in six Detroit and four Pontiac public schools. Based on the Visual Thinking Strategies (VTS) methodology, students engage in an open-ended, interpretive process that activates their existing knowledge, invites speculative and alternative thinking, and challenges them to articulate their thinking process and ground observations in visual evidence in the works of art. Multiple museum visits also include studio sessions in which a teaching artist provides specific material and takes the class through a discovery process during which students actively explore the properties of the media. Approximately 2,250 students will be served by the project, and 70 classroom and pre-service teachers will receive training in the VTS process.

Downtown Art Co., Inc. 64 East 4th Street Brooklyn, NY 11215 \$7,000 Project Director: Ryan Gilliam 212/505-0835 rdgill@aol.com

To support the creation and production of two original plays. Since 1997, this program has provided youth with rehearsal, presentation, and production opportunities while increasing their knowledge and skills in theater arts. *Avenue A*, a neighborhood story mixing local history and fiction, and *Pirate Tess*, an adventure story set on a fictional Caribbean island, will feature 25-30 youth artists for 20 performances in Manhattan's East Village and Lower East Side area. Both scripts will be written by the company's artist director, Ryan Gilliam. During the course of four months, youth ages 11 to 19 participate in all phases of performance production, while serving as backstage and front-of-house staff. The performances will reach an estimated audience of 1,400.

Duncan Avenue Arts Collaborative 349 Hope Street

Providence, RI 02906

\$20,000

Project Director: Dorothy Jungels 401/831-9479

To support young artist mentorships. Designed to create a formal program for the training and development of young artists, the project provides youth with mentors from Everett Dance Theatre during after-school arts programming at Everett's Carriage House Stage and School. The program offers youth opportunities to gain an appreciation of the art form through skills acquisition, opportunities to create new work, and exposure to professional dance performances. Under the direction of company members, young artists will

art form through skills acquisition, opportunities to create new work, and exposure to professional dance performances. Under the direction of company members, young artists will work to plan and teach classes while choreographing 45-minute performances for school and community tours. While working alongside the company members to create new concert works, the young artists will perform both locally and on tour. Approximately 150 youth (ages 6 to 19) will participate.

Early Stages Program Inc.

c/o Department of Cultural Affairs 330 West 42nd Street, 11th Floor New York, NY 10036 www.earlystages.org

\$30,000

Project Director: Amy Sultan 212/643-7888 earlystages@earthlink.net

To support the initiation of the *Responsive Writing Programs*. Early Stages will augment its *Live Theater Program*, which has provided access to theater, symphony, dance, and other cultural events for K-12 students since 1983, by launching a writing program based on responses to the performances attended. Writers and theater artists will help students focus their reactions to the art they see in journals, reviews, and written reflections and anecdotes about their experiences. Polished writing will be published on a Web site where young people can exchange ideas and expand their connections to the world around them. Using national standards as a guide, professional writers will teach groups of students in four in-school workshops and provide critiques of students' work twice each semester. The program will help them strengthen their knowledge of the arts and their ability to express their ideas and feelings, as well as provide teachers with new tools with which to collaborate and communicate with teens. A comprehensive assessment process is integrated into the project.

East Bay Community Foundation (consortium) 501 Wickson Avenue Oakland, CA 94610 www.eastbaycf.org

\$70,000 Project Director: Elena Ronquillo 510/874-7561 eronquillo@eastbaycf.org

To support *ARTS Ed.* The project focuses on school district-coordinated leadership development and on capacity-building of school sites to sustain arts programs in partnership with local arts organizations and individual artists. Four public schools in Berkeley (totaling 1,192 students and 148 teachers) are the specific sites for leadership development through expanded implementation of the Lincoln Center Institute for Arts in Education model of aesthetic education (LCI) provided by the consortium partner, the Julia Morgan Center for the Arts. Related leadership training will be provided in consultation with Berkeley Unified School District and others. Teams of teachers and administrators from each school will join with teams of teaching artists in a two-week intensive LCI workshop to develop customized curricula. A leadership cadre of a teaching artist, classroom teachers, administrators, and parents will receive periodic training throughout the year. Schools will identify discrete objectives and receive customized training and expert consultations made available through an Arts Education Network. Ongoing evaluation, developed and refined specifically for this project, is built into the project and supported by an evaluation consultant.

Education Connection
PO Box 909
Litchfield, CT 06759
www.educationconnection.org

\$10,000
Project Director:
Jane Tedder
860/567-0863
jtedder@educationconnection.org

To support *Project Poetry Live!* This integrated arts education program for seventh-grade students provides opportunities for youth to work alongside professional artists of diverse cultural and ethnic backgrounds. Language arts activities begin in the fall with a teacher in-service in poetry writing, reading, and arts appreciation by poets and actors-in-residence. The project continues in seven school districts with six days of poetry residencies by 13 resident poets for a total of 452 classes. Four subsequent student writers' workshops provide small group mentoring opportunities for 150 youth. Selected youth poetry becomes the basis for a final performance for more than 2,000 audience members. A Web site, developed and maintained by students, serves as a resource for program participants.

Education Development Center, Inc. 55 Chapel Street Newton, MA 02458 www.edc.org/ \$50,000 Project Director: Eileen Mackin 617/969-7100 emakin@edc.org

To support expansion of *Spectra New England*. *Spectra* is a comprehensive approach to whole-school change that uses the arts as a major entry point for transforming teaching and learning throughout the curriculum. *Spectra* uses five design elements: 1) daily arts instruction in dance, music, theater, and visual arts; 2) an arts-integrated curriculum; 3) professional development opportunities, including a week-long summer institute developed in collaboration with and led by professional artists, links with regional/state/local arts and cultural organizations, mini-institutes throughout the school year, full access to the *Spectra* Web site, and cross-school networking and sharing; 4) inclusive school communities that appreciate and respect different learning styles and cultures; and 5) school-community partnerships with parents, area cultural resources, colleges and universities, and the media. Spectra staff and consultants work with each school to create interdisciplinary teams that work together to design integrated curriculum units with an emphasis on multiple intelligences. *Spectra New England* will expand its program in Rhode Island and into the state of New Hampshire.

Education Through Music, Inc. 122 East 42nd Street, Suite 1622 New York, NY 10168 www.ETMonline.org \$20,000 Project Director: Katherine Damkohler 212/972-4788 etml@mindspring.com

To support the *Teaching Artist Academy*, ongoing mentoring, and *Saturday Teacher Institutes*. The program will train academic teachers and teaching artists in pedagogy and integration. The *Teaching Artist Academy*, a series of 12 workshops for new teaching artists, will focus on pedagogical issues and topics specific to arts instruction. Veteran teaching artists will serve as mentors through monthly observation and assistance to improve teaching skills. The annual *Saturday Teacher Institute* brings together academic teachers and teaching artists from all ETM partner schools for a day of workshops on arts education, integration, and collaboration strategies, and includes opening and closing concerts. Staff development workshops also occur at each school and include interactive demonstration lessons and teaching concerts. Programs will involve approximately 25 teaching artists and 300 academic teachers.

Educational Alliance, Inc. 197 East Broadway New York, NY 10002 www.edalliance.org \$12,000
Project Director:
Juliana Cope
212/780-2300
Juliana_cope@edalliance.org

To support expansion of the *Gifted Young Artist Program*. This visual arts after-school and summer program, taught by practicing and exhibiting artists, provides economically disadvantaged youth with high-quality art instruction in a professional art school environment. Through the Educational Alliance Arts School, the program reflects the diversity of the Lower East Side and surrounding communities of Chinatown, the East Village, and New York City housing projects. With a focus on art instruction and production, youth interact with adults and seniors during two ten-week sessions in the fall and spring, and one eight-week summer session. New components include programs for hearing-impaired students at the High School for the Deaf, ceramic classes for homeless youth, and expanded outreach to Marta Valle Secondary School, a grades 7-12 school that has a focus on media arts and technology. Approximately 300 middle and high school students will participate in the program.

Elders Share the Arts 138 South Oxford Street Brooklyn, NY 11217 www.elderssharethearts.org \$20,000 Project Director: William Badgett 718/398-3870 elderarts@aol.com

To support a high school-based arts-in-education initiative. Program components include residencies in theater and video; development, testing, refinement, and publication of a comprehensive curriculum manual that will integrate theater and video into a sequential course of study; and teacher training in the use of the manual to ensure program sustainability and dissemination. Founded in 1979, Elders Share the Arts (ESTA) is a multidisciplinary arts organization with a strong history in curriculum-based arts learning. For the past four years, ESTA has worked with Metropolitan Corporate Academy, an alternative high school in Brooklyn that serves an economically disadvantaged African American and Caribbean student body. The learning process, as described in the curriculum manual, will be divided into four phases: 1) creative dramatics to introduce improvisation, role playing, pantomime, and puppetry; 2) theater skills through dramatic readings of writings by elders; 3) writing and presentation of dramatic monologues; and 4) interviewing skills, storytelling, the basics of digital video, and video production. Students will build on these skills and produce video pieces based on interviews conducted with seniors in their community. The program will involve 320 students, 116 teachers, and numerous senior citizens in the community.

El Puente de Williamsburg, Inc. 211 South 4th Street Brooklyn, NY 11211 \$15,000 Project Director: Jacqueline Chang 718/387-0404 epapjteach@aol.com

To support development and implementation of an integrated arts curriculum. In collaboration with El Puente Academy (a New York City public high school), the project will look at the history, science, and cultural rituals of food through an integrated arts curriculum. Founded in 1982, El Puente's unique instructional programs focus on the arts and community activism in the development of youth leadership, serving predominantly low-income Latino students. Over the last six years, El Puente de Williamsburg and El Puente Academy have collaborated to design and implement integrated arts curricula in line with New York State Standards for the Arts. Teaching artists in visual arts, dance, theater, and video will team with academic teachers of global history, economics, and biology to understand food as cultural ritual, defining identity and preserving heritage. Students in video classes will collectively produce a documentary video; visual arts classes will create a community mural; performing arts classes will write, choreograph, and perform a production celebrating food and culture. Approximately 130 students will present their projects to the community.

Evansville Philharmonic Orchestral Corp. PO Box 84
Evansville, IN 47701-0084
www.evansvillephilharmonic.org

\$5,500 Project Director: John Mongiovi 812/425-5050

To support the orchestra's educational activities. The project will include youth concerts, professional development, curriculum development, and school visits by musicians. Youth concerts and chamber ensemble performances will be supplemented by pre-concert study materials for teachers and students; an annual workshop in which teachers and artists collaboratively develop an arts-integrated curriculum for elementary, middle, and junior high schools; and musicians' visits to music and non-music classrooms. The orchestra has provided youth concerts for students since 1954. Activities are targeted at the third through eighth grades in more than 200 schools representing 30 counties in Indiana, Kentucky, and Illinois. Several of the schools are in rural areas.

Fine Arts for Children and Teens, Inc.

1516 Pacheco Street Santa Fe, NM 87502 www.factsantafe.org \$14,000

Project Director: Rosanne Kadis 505/992-2787 factinc@sprynet.com

To support the continuation of *ARTclub*. Since its inception in 1997, this in-depth, after-school visual art program for at-risk youth has provided an educational framework for exploration in art production and instruction in a non-threatening environment. Fine Arts for Children and Teens (FACT) is based on the philosophy that the arts enrich and empower youth and responds to the need for consistent, long-term, quality art instruction in Santa Fe public schools. *ARTclub* lessons are designed to give students opportunities to problem solve using art-making techniques and materials while learning about themselves and their relationship to others. Project activities include art history and demonstrations by practicing artists, art vocabulary, hands-on art making, and positive feedback critiques. Approximately 170 elementary and middle school students (ages 8 to14) will participate in the program.

Fort Wayne Dance Collective, Inc.

437 East Berry Street Fort Wayne, IN 46802 www.fwdc.org \$12,000

Project Director: Lisa Tsetse 219/424-6574 lisa@fwdc.com



To support continuation of *Identity Bridge*. *Identity Bridge* is a multidisciplinary educational and performance project serving adjudicated and culturally disadvantaged youth. For the past six years, Fort Wayne Dance

Collective has provided more than 2,500 youth in Northeast Indiana with classes in modern dance/theater, poetry, percussion, and visual art. Artists trained in diversity and conflict resolution work with youth from social services programs and underserved schools to provide positive artistic and cultural alternatives to violence. Project activities include the creation of student anthologies, life-sized paper mache masks and puppets, and CD recordings. A final performance culminates all discipline activities. Approximately 2,800 youth, grades K-12, will participate. Documentation includes a video documentary produced through local community access television with an estimated viewing audience of 65,000.

Fountain Theatre 5969 Fountain Avenue Los Angeles, CA 90029 www.FountainTheatre.com \$8,000 Project Director: Stephen Sachs 323/663-2825 FTheatre@aol.com



To support *Poetry in Motion*. Now in its second year, the project provides performance opportunities for deaf and hearing youth. Designed to increase awareness, skills, and the understanding of language and performance arts,

both hearing and deaf youth work with professional hearing and deaf artists to create and perform poetry in American Sign Language (ASL) or spoken word. A joint session at Soka University provides an opportunity for youth collaborations and the creation of a final performance piece for the deaf and hearing communities. Partners include the Virginia Avenue Project, the John Muir Middle School, and Soka University of America, a graduate school in the Malibu Mountains where classes will take place. Youth (ages 6 to 18) will participate.

Free Street Programs, Inc. 1419 W. Blackhawk Chicago, IL 60622 www.freestreet.org

\$25,000 Project Director: David Schein 773/772-7248 david@freestreet.org

To support *TeenStreet Theater*. The program provides employment opportunities for youth in the theater arts. Project activities include: 1) summer companies that will employ 40 teens who are paid minimum wage to create and perform an original 30-minute performance for children in park day camps and neighborhood centers; 2) a year-round company of 10 teenagers that will create a complex, full-length professional theater work and perform it on tour in the U.S. and abroad; and 3) training workshops in writing and theater that will be conducted for eight weeks for 8-10 unpaid participants who perform at the Chicago Youth Theater Festival; and 4) PANG (Producing Arts for a New Generation) that will employ eight teens to produce and market to area teenagers a season of cutting-edge performing artists and to perform the opening act for each show. The project is designed to teach teens how to run a small performance space and curate and present their own programming. Seventy-five teen artists will produce 16 original performances for approximately 14,000 audience members.

Friends of the Vancouver School of Arts and Academics (consortium) 3101 Main Street Vancouver, WA 98668 \$32,000 Project Director: Deborah Brzoska 360/313-4621 dbrzoska@yansd.org



To support *ORIGINS*. Designed as a symposium to convene a national conversation on arts education and the creative process, high school arts students, artists, and arts educators will examine the subject of creativity via

student work. Consortium members include Portland Institute of Contemporary Arts, John F. Kennedy Center, Perpich Center for Arts Education, and the Vancouver School District. Up to 60 high school students will present their original compositions while receiving feedback from professional artists. Up to 200 arts educators will join students and artists in discussions on the creative process and the assessment of student work. A pre-conference for 500 students at Vancouver School of Arts includes artist-led discussions on the creative process with faculty and the student body. A two-day retreat will convene at Caldera, a new creative center in Oregon, where 20 participants will reflect, discuss, document findings, and form questions about creativity in arts education. Caldera complements the conference goals by providing a retreat facility dedicated to those wishing to pursue creative thought while providing space for national artists to create new works.

Fulton Opera House Foundation 12 North Prince Street

Lancaster, PA 17608-1865 www.fultontheatre.org \$10,000

Project Director: Deidre Simmons 717-394-7133

dwsimmons@fultontheatre.org

To support *Youtheatre*, a teen theater company. During this five-week summer project, youth create and perform a theater piece that is based on topics pertinent to their lives and that of their peers. The Youtheatre Company is comprised of approximately 30 teenagers (ages 13 to18), many of whom are from the migrant community and some who have limited English language ability. Past participants have included former gang members, recovering drug addicts, teen parents, victims of abuse, and visually and hearing impaired young people. Participants meet six hours daily, five to six days a week in July, working alongside Fulton's professional theater artists. At the end of the five-week summer program, the company is prepared to perform its new dramatic work for various social service organizations (including the Barnes Hall Detention Center and the Spanish American Civic Association) and schools in the region. The theatrical experiences not only teach skills in the arts but also provide an outlet for expressing ideas and feelings—resulting in striking changes in the lives of many of its members. For the past five years, the program has performed for and served more than 10,000 young people.

Glen Ellyn Children's Chorus

799 Roosevelt Road, Bld. 6, Ste 100 Glen Ellyn, IL 60137-5910 www.glen-ellyn.com/gecc

\$12,500

Project Director: Joan Welles 630/858-2471 geccsing@aol.com

To support the *Honors Chorus Workshop and Festival*, *School Exchanges*, and *VoiceLinks*. Designed to provide outstanding artistic experiences for youth with limited access to music education, the project enables students to participate in performing ensembles and outreach programs. Through the *Honors Chorus Workshop and Festival*, young singers and their teachers participate in diverse choral activities led by acclaimed American choral conductor Henry Leck. A culminating *Festival Concert* features the Honors Chorus. *School Exchanges* and *VoiceLinks* offer musical experiences in the schools through collaborations with music teachers. Teachers define the music program with activities ranging from interactive rehearsals with choirs, vocal demonstrations, and school performances. In addition, a pre-choral training program, *Musical Experience for Children*, provides weekly outreach classes in music movement, Orff instruments, and age-appropriate repertoire for students in kindergarten through second grade. More than 1,250 youth (ages 5 to 18) will participate.

Global Action Project, Inc. 4 West 37th Street, 2nd Floor New York, NY 10018 www.global-action.org

\$25,000

Project Director: Susan Siegel 212/594-9577 media@global-action.org

To support the continuation of *Urban Voices TV*. The pre-professional media arts training program engages low-income youth in artistic inquiry, digital media productions, and the creation of group and individual media arts projects. Now entering its seventh year, *Urban Voices* enables youth to work alongside professional artists and media educators, while developing critical perspectives and leadership qualities on local-global social issues. Public forums enable youth producers to engage diverse audiences with their media and youth perspectives with screenings at high schools, universities, museums, and film festivals. All media projects are chosen by the young artists in the program and are based on youth-centered curricula. Project activities include field trips to multimedia events, conferences, independent film projects, and internships. Approximately 150 youth (ages 14 to 20) from low-income neighborhoods in New York City's boroughs will participate.

Grand Canyon Music Festival PO Box 1332 Grand Canyon, AZ 86023 www.grandcanyonmusicfest.org \$10,000 Project Director: Clare Hoffman 520/638-9215 clare@i-2000.com



To support the *Native American Composer Apprentice Project*. Developed with composer Brent Michael Davids and the Miro String Quartet, the project provides mentoring and training opportunities in composition and music

literacy targeted for 11th-grade Native American students. During a two-month residency at four Navajo and Hopi high schools, artist-in-residence Brent Michael Davids will provide instruction in music theory and composition. The Miro String Quartet will perform selected student compositions at 10 schools on Navajo and Hopi Reservations. Project activities include student travel to the Grand Canyon Music Festival and the compilation of student portfolios. Lesson plans integrating musical elements of language arts and social studies curriculum will meet national and Arizona state education standards.

Greater Tacoma Community Foundation (for Cultural Council of Greater Tacoma) (consortium) 1019 Pacific Avenue, Suite 1016 Tacoma, WA 98402 \$32,000
Project Director:
Julia Garnett
253/383-1163
jgarnett@culturalenel.com

To support *Arts Impact*. The project provides professional development for elementary classroom teachers in teaching and assessing visual arts, dance, and drama. Based on a two-year pilot that started in 1999, the project is designed to help train classroom teachers who are expected to prepare students to meet Washington State's new Essential Academic Learning Requirements in visual arts, dance, and drama. The consortium partners, Tacoma Art Museum and Broadway Center for the Performing Arts, will play active roles in planning and implementing *Arts Impact* programs, hosting parts of the summer institute, hiring teaching artists, and providing other resources to participating teachers. Project components include a week-long summer institute featuring hands-on immersion in visual arts, dance, and drama concepts and skills; nine-hour mentorships, pairing each teacher with an *Arts Impact* teaching artist to plan and complete an integrated arts unit; follow-up teacher workshops; student study trips to museum exhibitions and performances; and family workshops at each school. Fifty teachers of kindergarten through sixth grades will participate, ultimately benefiting 2,500 students.

Haven Project 49 SE Clay, #9 Portland, OR 97214 www.havenproject.org \$8,000
Project Director:
Gretchen Corbett
503/872-9635
Gretchen@havenproject.org

To support the *Afield* program. In six two-week residencies for underserved youth, professional theater artists will pair one-on-one with 65 adolescents (ages 10 to 18) to develop short scripts, which will be given a performance by professional or university actors at the end of the sessions. Artists will encourage each participant to develop writing skills, apply discipline and hard work to their task, and utilize their own thoughts and feelings in the creative process. In addition, mentoring workshops will help artists and university students learn teaching techniques and realize a better understanding of today's youth. A Web site will be initiated, allowing mentors to maintain their relationships with youth and serve as an archive for the plays produced. An evaluation process will accompany the project and assess effects on the adolescents' social skills, self-confidence, and artistic development.

Holter Museum of Art, Inc. 12 East Lawrence Street Helena, MT 59601 www.holtermuseum.org \$20,000 Project Director: Katie Knight 406/442-6400 knight@mt.net

To support artist residencies and student tours, workshops, and exhibitions. The museum will host a wide variety of arts activities to engage students and instruct teachers in learning referenced to Montana Standards for Arts, Social Studies, World Languages, and Speaking and Listening. The residencies will provide workshops with artists from diverse cultures to help children in grades three through 12 explore interdisciplinary study. In addition, junior docent opportunities will be provided to instruct students in communicating ideas and impressions about work on exhibit. Teachers receive instructional resources to help them integrate arts lessons throughout the curriculum.

Indiana Opera Society, Inc. 250 East 38th Street Indianapolis, IN 46205 www.indyopera.org

\$25,000 Project Director: Patricia Harvey 317/283-3531 pattyh@indyopera.org

To support *Music! Words! Opera!* The literature-based, K-12 educational project will provide teacher manuals and training, audiotapes, study guides, and attendance at performances, open rehearsals, and workshops for teachers and approximately 5,000 students from 10 schools. Following a curriculum developed by OPERA America for 15 participating opera companies nationwide, the project explores an opera from interdisciplinary perspectives. Each instructional unit includes a component that leads students to create their own works, which are showcased annually. In 2002, the program will be expanded to offer a summer opera camp at the elementary level and a two-day conference for 15 high school students. Butler University provides the program with staff to mentor participants and scholars to assist in developing study guides; all materials address the Indiana Academic Standards 2000 in English Language Arts. In addition to an annual evaluation conducted by the Indianapolis Opera, OPERA America is including the project in an in-depth assessment of a variety of issues, such as effects on professional development and how educators perceive results in students' performance.

Indiana Repertory Theatre, Inc. (consortium) 140 West Washington Street Indianapolis, IN 46204-3465 http://www.indianarep.com

\$50,000 Project Director: Janet Allen 317/635-5277 jallen@indianarep.com

To support a bilingual playwriting class for students in grades 3 to 12. In partnership with the Westfield Schools, the project will provide professional development opportunities for approximately 20 teachers and 10 professional artists to observe a course led by playwright James Still. As a means of stimulating collaboration among students, creative thinking, and imaginative problem solving, the playwright encourages students to develop their own voices by dramatizing family histories and personal experiences. Writing, listening, reading, and speaking skills will be targeted, in addition to increasing children's knowledge and understanding of the arts. As part of the project, the 1,500 students participating in the workshops will attend two of the theater's productions. At the end of the pilot phase, teachers and artists will plan curricula and develop lesson plans that can be used in subsequent years.

Inglewood Cultural Arts, Inc. 815 N. La Brea Avenue #216 Inglewood, CA 90302

\$8,000
Project Director:
Mona Lisa Whitaker
310/712-7049
inglewoodarts@aol.com

To support multidisciplinary workshops and the *Interarts Experience*. The after-school arts education workshop provides opportunities for youth to participate in African music, dance, and culture, as well as multimedia workshops and performances. Since 1998, Inglewood Cultural Arts has served the community with diverse arts programming with a special focus on youth. More than 100 youth participate annually in workshops emphasizing the culture of Nigeria and the interconnecting of world cultures. *Interarts Experience* workshops give youth an opportunity to create a full-length multimedia arts performance based on their own life experiences. Approximately 45 youth (ages 5 to 11 and 12 to 18) will participate in 30 workshops over a 15-week period. A culminating community festival, *Inglewood Celebrates the Arts*, will feature student work and performances to an audience of 500.

Inner-City Arts
720 Kohler Street
Los Angeles, CA 90021
www.inner-cityarts.org

\$35,000 Project Director: Megan McChesney 213/627-9621 meghan@inner-cityarts.org

To support *Arts Within Reach*. Through programs in various arts disciplines, family days, and teacher-training workshops, Inner-City Arts will foster self-expression, creativity, and an enhanced understanding of the arts by placing the arts within reach of the community. Founded in 1989, Inner-City Arts serves 12 schools in downtown Los Angeles through cost-free programs in painting, ceramics, dance, music, and animation. Approximately 85 percent of the students are Hispanic, 13 percent African American, and one percent Filipino; 100 percent live at or below the national poverty level; 30 percent are classified as homeless; and 90 percent are classified as English learners. *Arts Within Reach*, a program for children and families, will enhance the involvement of parents and families through family days, parent workshops, and a variety of community events. Students in grades three to six will attend classes twice weekly for 14 weeks, and high school students will attend Saturday classes. Family days will allow parents to create alongside their children. Teacher-training workshops will be conducted throughout the year to help teachers learn to lead students through hands-on arts projects and to integrate the arts into other subject areas.

Inside Out Community Arts, Inc.

3819 Lyseum Avenue Venice, CA 90294 \$10,000

Project Director: Jonathan Zeichner 310/306-6825 NsideOut98@aol.com

To support the continuation of *The School Project*. Since 1993, the after-school project for at-risk youth has provided theater-based arts programs at three middle schools in the Los Angeles Unified School District. Theater, movement, drawing, writing, and vocal exercises will engage youth in creating original plays, poems, and art. Working in small groups led by two artists, students create plays based on issues in their lives and communities. Project activities include a theater field trip, a three-day Camping/Rehearsal Retreat, preview performances at school assemblies, and a free public performance. The *Alumni Mentor Program* invites graduates to serve as role models for their younger peers. UCLA professor Dr. James Catterall will assist in evaluation surveys. More than 250 youth (ages 11 to 14) will participate.

InsideOut, Inc.

2111 Woodward, Suite 1010 Detroit, MI 48201 \$10,000

Project Director: Terry Blackhawk 313/965-5332 mossbakbk@gate.com

To support professional development workshops for artists and teachers and the revision of an instructor handbook. The workshops, covering techniques such as improvisation, guided imagery, and classroom management, will be presented by educators, a theater artist, graphic designer, blues performer, and storyteller. Since 1995, InsideOut has provided educational programs that focus on literary skills, often in conjunction with the visual and performing arts. Approximately 20 writers and six Detroit teachers will participate in a three-day workshop, with three follow-up sessions to share experiences and refine methodology. Revisions developed from these meetings will add new lesson plans to the instructor handbook, and creative writing resources on the Web that have proved useful will be placed in an appendix. The handbook will be distributed to all of InsideOut's writers and classroom teachers and to the nine organizations linked in Houston's Writers in the Schools project.

Intermedia Arts of Minnesota, Inc. 2822 Lyndale Avenue South Minneapolis, MN 55408

www.intermediaarts.org

\$30,000 Project Director: Sandra Agustin 612/874-2817

sandy@intermediaarts.org

To support the establishment of *The Art of Partnership: Language through the Arts*. The nine-month program will partner teachers and artists to develop their teaching skills around an arts-infused, bilingual curriculum for Spanish-speaking students. Five artists and five teachers will collaborate with artists and community and cultural organizations to gain new teaching skills, receive training in Spanish, and connect to the Spanish-speaking community. Participants will work in consultation with curriculum specialists at the Minneapolis South Area School District, the Perpich Center for Arts Education, and the Resource Center of the Americas. The Center for Applied Research and Education Improvement and the Perpich Center will assess the curriculum and partnership development. The project will engage 150 students directly and approximately 625 indirectly through school assemblies and exhibits.

International Documentary Association 1201 West 5th Street, Suite M320 Los Angeles, CA 90017 www.documentary.org

\$15,000 Project Director: Deborah Claesgens 323/906-0779 dclaesg@aol.com

To support the *Docs Rocks Institute*. A 14-day conference for filmmakers, students, and visual arts and English teachers will examine the curriculum and media products associated with a one-year pilot project in a Los Angeles high school that integrated media studies with California's first media arts standards. The International Documentary Association believes that utilizing non-fiction media encourages students to engage creatively and critically with experiences in their daily lives and challenges the often glamorized, stereotypical view fostered by popular media. The institute will evaluate the pilot, refine curriculum, and provide participating teachers with the lesson plans necessary to conduct classes that meet the state's visual and performing arts standards.

International Institute of Modern Letters

University of Nevada Las Vegas Las Vegas, NV 89154-1006 \$40,000

Project Director: Eric Olsen 702/895-2825 eric.olsen@ccmail.nevada.edu



To support the implementation of *Living Writers*. Designed as a shared educational and artistic experience for the classroom and community sites, the project will encourage active involvement and promote interest in modern

letters. This arts learning pilot for Las Vegas teachers and students will provide enrichment activities in reading, writing, and literature. Working in collaboration with teachers, graduate assistant mentors, and visiting writers, high school students will participate in literary discussions and workshops. Project activities will take place during a 10-week session and include links to area senior citizen centers and a large public reading forum for the community. Forty high school teachers and the same number of students will participate in the project. A fully edited video archive of classes and readings will be produced by the Clark County School District.

Japanese American National Museum

369 East First Street Los Angeles, CA 90012 www.janm.org \$16,000

Project Director: Claudia Sobral 213/830-5633 csobral@janm.org

To support *Finding Family Stories--Artists in the Community Workshops*. A series of eight hands-on workshops, exploring the themes of family history and cultural heritage, will culminate in an exhibition of students' work. Founded in 1985, the museum is located in the Little Tokyo district of downtown Los Angeles. Workshops engage a diverse group of young people, in grades K-12, in the creation of works of art in various visual arts media. The project is a three-year, sustained collaboration with three culturally specific institutions in Los Angeles, including the California African American Museum, Chinese American Museum, and Self-Help Graphics. Approximately 100 students from a broad spectrum of cultural and socio-economic backgrounds will participate in each of the eight workshops.

Jump-Start Performance Company 108 Blue Star San Antonio, TX 78204 \$15,000 Project Director: Steve Bailey 210/227-5867 jumpman@dcci.com

To support expansion of *Historias y Cuentos (Stories and Tales)*. An ongoing multidisciplinary arts education program with five inner-city San Antonio public schools, the project focuses on integrating the arts with an academic curriculum. Founded in 1985, Jump-Start is a multicultural performance group that has created, presented, or produced more than 500 original works. The project includes both in- and after-school classes and *Arts Resources*, a component that places artists in public schools as on-site consultants to assist teachers in integrating the arts into the curriculum. Students take part in visual, literary, and performing arts through projects that are connected with the academic curriculum and social issues that affect their lives. Program goals include infusing arts into the school curriculum, cultivating artistic abilities, encouraging group process through cooperation, developing creative problem-solving skills, promoting and appreciating cultural diversity, and engaging in collaborative community projects. Approximately 2,550 students, primarily Mexican American and African American from low-income neighborhoods, and educators will participate.

Kalamazoo Symphony Orchestra 359 South Burdick Street, Suite 100 Kalamazoo, MI 49007 www.kalamazoosymphony.com \$10,000 Project Director: Jane Rooks Ross 616/349-7759 jrross@iserv.net

Components include *Discovery* and *Youth Concerts*, open rehearsals, an instrument petting zoo, performance opportunities for youth, an *Arts Technology Partners Lab* program, musical coaching, and music residencies. Sixteen distinct programs for students in grades K through 12 will feature collaborations with public libraries to implement the *Music & Make Believe* pre-school program, and teachers participating in curriculum development to support *Youth Concerts, Musicians-in-Residence*, and *Making a Sound Team* programs. Youth will compose original works and perform onstage with the orchestra through *Young Composers* and *Youth Soloists*. Volunteers will be recruited and trained as docents for the *Instrument Petting Zoo*. The project will integrate the arts and music with other academic disciplines, teach social skills development, and offer opportunities to study diverse cultures. More than 50,000 students, teachers, and parents in six counties will be served by this music education project.

Kansas City Friends of Alvin Ailey 218 Delaware, Ste 101 Kansas City, MO 64105 \$20,000 Project Director: Tyrone Aiken 816/471-6003 trone@kcfaa.org

To support *AileyCamp*. The summer program for high-risk middle school students in the Kansas City (Missouri) School District is designed to develop self-esteem, creative expression, critical thinking, and academic motivation through dance. Now in its 13th year, *AileyCamp* reaches more than 1,000 children, while *Ailey in Action*, a year-round program, serves more than 30,000 area youth in schools and community centers. During a six-week period, youth participate in ballet, modern dance, jazz, and tap classes taught by professional faculty. In addition, *Creative Communications* engages youth in storytelling, creative writing, playing percussion instruments, and sculpture. Project activities include personal development classes, guest speakers, field trips and family events, and camp performances. In collaboration with the Dole Center for Human Development at the University of Kansas, an evaluation component will be implemented to measure the impact of *AileyCamp*. Up to 100 youth will participate.

Kentucky Educational Television Foundation, Inc. 600 Cooper Drive Lexington, KY 40502 www.ket.org \$50,000 Project Director: Nancy Carpenter 859/258-7270 ncarpenter@ket.org

To support production of the *Arts Toolkit*. The multimedia resource will include a video excerpt library with modules in dance and visual arts and a Web site that facilitates interactive contact between teachers and students. Building on its previous Emmy award-winning success, this KET project aims to further the goals of the Kentucky Educational Reform Act of 1990. The *Arts Toolkit* will include arts performances, exhibits, and instructional presentations in both video and CD-ROM formats and lesson plans and assessment guides aligned to state and national curriculum standards. Prototypes of the modules for dance and visual arts will be tested with 150 teachers in five week-long Arts Academies conducted by the Kentucky Department of Education, the Kentucky Center for the Arts, and the Kentucky Arts Council. Teacher comments will help shape the development of the prototype for refinement and further testing in classroom settings.

Kentucky Opera Association

101 South Eighth Street Louisville, KY 40202 www.kyopera.org \$10,000

Project Director: Deborah Sandler 502/584-4500

Deborah Sandler@kyopera.org

To support World Rhythms — OperaWorks. The series of programs for middle and high school students will include up to 25 performances and post-performance discussions that address objectives of the Kentucky Education Reform Act. After almost 20 years of touring a full production to schools in often economically deprived and underserved communities, the company through its OperaWorks program has presented a reduced, 45-minute version of a fully-staged opera that allows students and teachers to focus on cultural differences emerging in the state's changing population. Based on study guides, as well as workshops with guest directors and a cast of young artists in training, students are encouraged to interpret historical material and recognize common experiences and attitudes among culturally different populations. Opera's multidisciplinary form allows teachers to expand students' understanding of a variety of arts disciplines and the skills involved in each, and it provides numerous entry points for discussion of social concerns.

Khmer Family Resource Center, Inc. 135 Alden Street Fall River, MA 02720-0013 \$10,000

Project Director: James Kay 508/673-8818 kaysworld@peoplepc.com

To support the expansion of *Khmer Arts Workshop*. Since 1997, the workshop has provided opportunities for Cambodian inner-city youth in Fall River with after-school arts education workshops while addressing critical social and academic issues. Developed in response to community youth needs, students participate in artist-led instruction in visual and performing arts. Eight 12-week artist-led workshops expand student learning and techniques through a variety of arts activities. A year-long workshop in sculpture and plastic arts will produce public art pieces for five community festivals. Ongoing dance instruction will be provided in ballet and Khmer classical dance for a troupe of 20 dancers with regular culminating performances. Youth participate in five field trips to regional arts venues including the Rhode Island Philharmonic, Rhode Island School of Design, and Jacob's Pillow. Fifty teenage youth will directly participate in the project, while more than 6,300 will benefit through participation in community events.

Kingdom County (on behalf of **Fledgling Films**) 949 Somers Road
Barnet, VT 05821
www.fledglingfilms.com

\$20,000
Project Director:
Jay Craven
802/592-3190
jcraven@kingdomcounty.com

To support and extend *Fledgling Films*. Designed for teens and pre-teens, the project provides opportunities in media writing, production, and media literacy. Since 1997, *Fledgling Films* has served more than 500 teens, while providing opportunities for college and film students to act as mentors. Youth will write, direct, act, design, and work behind the scenes to produce high quality dramatic, documentary, and animation videos. Project activities include a summer institute, which provides 20 days of intensive writing and production workshops; in-school residencies; one-day workshops and screenings of student films in schools and communities; two teacher in-service days; and the second annual *Fledgling Films Festival*, which showcases teen-produced media. A new initiative will enable youth to view and discuss contemporary and classic films. More than 300 students will participate in out-of-school and summer programs. Two thousand students will participate in one-day workshops and screenings, and 10,000 audience members will view finished films in community screenings and local TV broadcasts.

Log Cabin Literary Center, Inc. 801 South Capitol Boulevard, Suite 100 Boise, ID 83702 www.logcablit.org \$36,000 Project Director: Paul Shaffer 208/331-8000 pauls@logcablit.org

To support *Writers in the School*. Year-long residencies by 15 writers will focus on a curriculum of reading and writing for Boise area and rural Idaho school children in the 3rd through 12th grades and involve professional development programs for the host teachers who participate in their classroom's writing experiences. Forgoing the imposition of fixed methodologies or lesson plans, resident writers are expected to teach based on an understanding of their own creative process; professional development leads the teachers to develop strategies through workshops and in collaboration with the writers in residence. Schools with a high proportion of at-risk students will be selected to participate in multidisciplinary arts activities in conjunction with exhibits and workshops at the Boise Art Museum. Overall, the writers involved will share best practices monthly and provide summations of their experiences, which will inform other writers coming into the program as well as participating teachers and school administrators.

Long Island Traditions Inc. 382 Main Street Port Washington, NY 11050 www.longislandtraditions.org \$23,000 Project Director: Nancy Solomon 516/767-8803 <u>litrad@I-2000.com</u>

To support development of a model social studies curriculum using traditional and vernacular architectural design and history. Through interdisciplinary study, students at Dodd Junior High School will examine how artistic design decisions were affected by technological and historical/cultural changes. Long Island Traditions is a regional folk arts organization dedicated to documenting and preserving the ethnic, occupational, and architectural traditions of Long Island. Through its arts-in-education programs and historic preservation activities, Long Island Traditions works in 16 elementary and secondary schools providing programs on architecture and ethnic cultural traditions. Project outcomes will include a curriculum that examines the built environment's design process, explores how architecture changed as a result of new technology and industrialization, and considers how laypersons coped with new situations that spurred the development of new design concepts. Project components include monthly two-hour staff development workshops, development of lessons plans and a teacher resource guide, and classroom implementation projects.

Los Angeles County Arts Commission (consortium) 500 West Temple Street, #374
Los Angeles, CA 90012
www.lacountyarts.org

\$70,000 Project Director: Laura Zucker 213/974-1343 lzucker@bos.co.la.ca.us

To support the second year of a professionally staffed arts education service hub. In consortium with the Los Angeles County Office of Education, the hub will deliver resources, training, and coordinated services to systematically increase K-12 arts education in Los Angeles County. Based on a 1999 strategic planning effort initiated by the Arts Commission, the hub concept was developed to address the lack of quality arts education programs in schools and lack of coordination of arts education programs, information, and activities between schools and arts providers. The hub is comprised of two full-time arts education managers, one located at the County Arts Commission and the other at the Office of Education. Programs and services offered by the hub include community meetings; creation of a comprehensive guide to arts organizations that provide programs to schools; distribution of the California Visual and Performing Arts Standards; access to information, opportunities, and resources for schools and teachers via a Web site; development of a county-wide training program to certify artists to teach in public schools; and development of assistance strategies for community and juvenile justice schools.

Los Angeles Opera Company 135 North Grand Avenue Los Angeles, CA 90012 http://www.losangelesopera.com \$80,000
Project Director:
Stacy Brightman
213/972-7219
sbrightman@laopera.com

To support the *Educational Continuum*. The series of services for K-12 teachers and students will include two specially commissioned operas as the basis for sequential participatory activities that introduce as many as 20,000 students to opera. The *Continuum* helps to address the educational needs of underserved audiences, reaching a student population that is 68 percent Latino and 14 percent African American, with 71 percent from low-income families. Five-week elementary sessions teach students how to create their own operas. In nine-week sessions, the *Secondary In-School Opera Program* focuses middle and high school teenagers on cross-curricular activities that explore issues relevant to the age group. The *Student Matinee Program* generates lesson plans and intense study of one of their main stage operas to promote in-depth understanding of the art form for 6,000 high school students. *Opera for Educators* and *Opera 101*, was developed with and accredited by the Los Angeles Unified School District to teach educators from all grades and subjects how to integrate opera into their existing curricula.

Louisville Visual Art Association 3005 River Road Louisville, KY 40207 www.louisvillevisualart.org \$10,000 Project Director: Kathleen Everhart 502/896-2146 kathleen@louisvillevisualart.org

To support *ARTworks*. The project provides traveling exhibitions, artist residencies, resource materials, and in-service training for teachers in four elementary schools. Traveling exhibitions of up to 15 works of art, each focused on a different medium and discipline and complemented by related curriculum activities, represent the work of three artists who provide 15-20 hours of instruction during three to five residency days. Support materials include an education resource packet and video of interviews with exhibiting artists. Planning sessions encourage cross-curricular adaptations and professional development for staff. Project activities meet the Kentucky Core Content and Performance Standards.

Lower East Side Printshop, Inc. 59-61 East Fourth Street, #6W New York, NY 10003 http://printshop.org

\$10,000 Kate Temple 212/941-9679 info@printshop.org

To support the *Art-in-Education and Teacher Training* programs in public schools in New York's Lower East Side. Through intensive, semester-long art programs, students in grades K-9 will gain skills in art making and appreciation. Lower East Side Printshop is a community-based arts organization established in 1968 to promote and advance the art of printmaking. The Printshop works primarily with special-needs students in the 16 elementary schools in Community School District One, collaboratively promoting, planning, and implementing programs. *Art-in-Education* programs provide 10 hour-long, weekly curriculum-integrated visual arts workshops that enhance reading and writing skills. An exhibition of student work is the year-end culminating activity. The *Teacher Training* component, open to all teachers in collaborating schools, focuses on integration of standards-based art activities in the classroom.

Madison Repertory Theatre 122 State Street, Suite 201 Madison, WI 53703 www.madisonrep.org \$10,000 Project Director: Norma Sober 608/256-0029 nsober@madison.rep.org

To support the *High School Residency* program. Modeled after the Great Lakes Theater Festival's High School Residency program, high school literature classes collaborate with actor-teachers on a roster of plays which are linked to Wisconsin curricula. Developed to help students make connections between their own experiences and themes in works by Shakespeare and Arthur Miller, the literature-based program uses both performance and discussion techniques to analyze theatrical works. Working with five classes of students at 24 schools in southern Wisconsin, actor-teachers will collaborate with students while performing key scenes and special improvisations from *Romeo and Juliet, Macbeth, Death of a Salesman*, and *The Crucible*. In addition, the program provides training and performance opportunities for four Madison Repertory actor-teachers at the Great Lakes Theater Festival in Cleveland. Approximately 3,400 students will participate in the project.

Maine Alliance for Arts Education PO Box 872 Augusta, ME 04332-0872 www.maineallforartsed.org \$30,000 Project Director: Susan Potters 207/990-2805 maaebangor@aol.com

To support expansion of *Building Community Through the Arts*. This in-school artist residency program is designed to foster positive social relationships among students through guided creation in theater and dance. Two to three creative theater/movement artists will spend two weeks in an academic classroom. Working with the classroom teacher, the residency artist will help each class collaboratively create an original drama or dance piece based on students' own social issues or on a subject in the curriculum. Residency activities include community-building movement and physical theater exercises, brainstorming and discussion, improvisation, and other group creation strategies. Participating classes from all schools will gather at regional conferences to share the results of their work in performances for each other and the community. Facilitated discussions after each performance will give students an opportunity to reflect on the impact of their experience. Up to 2,600 students will be served by the program.

Manhattan Theatre Club, Inc. 311 West 43rd Street New York, NY 10036 www.mtc-nyc.org \$40,000 Project Director: David Shookhoff 212/399-3000 dshookhoff@mtc-nyc.org

To support expansion of the *TheatreLink* program. The project will extend the five-year-old distance learning initiative from 12 to 15 high schools across the country and provide for an upgrade of technological support. In an effort to reach isolated students with little access to either arts education or live theater experiences, *TheatreLink* uses Internet connections among teams of three collaborating high schools and artist/teachers to activate a 16-week curriculum based on a theme or issue generated by one of the theater's productions. Students at one school create a scene that is performed and video-taped at another school in the team and then uploaded to the Internet where students, teaching artists, and classroom teachers shape and discuss the work and utilize it to address learning goals in the curriculum. Students increase their skills in the arts, particularly playwriting, learn to express their ideas and feelings, and interact with youth outside of their own communities. The project builds new partnerships for arts learning and provides teacher training at a four-day workshop in New York prior to the start of the program.

Marlboro County School District

PO Box 947 Bennettsville, SC 29512 www.marlboro.k12.sc.us \$20,000

Project Director: Gwen Dixon-Coe 843-454-2023 gcoe@marlboro.k12.sc.us

To support expansion of the district's after-school, multi-tiered media project for disadvantaged middle-school youth. The program teaches students to critically analyze media products through hands-on creation and exploratory viewing, listening, and discussion. Students will work with professional artists two afternoons a week after school and at the two-week summer camp. Other program components include peer mentoring sessions and inclusion of special-needs students. The after-school program will benefit approximately 300 at-risk students, primarily African American, from this rural community. One hundred of these students are expected to attend the summer camp. Working closely with the South Carolina Arts Commission and State Department of Education, the district was awarded a multi-year media grant by the U.S. Department of Education last year for a program to serve middle school students.

Maui Community Arts & Cultural Center

(dba Maui Arts & Cultural Center) (consortium)
One Cameron Way
Kahului, HI 96732
www.mauiarts.org

\$35,000

Project Director: Susana Browne 808/242-2787 susana@mauiarts.org

To support *Ho'ike: Arts for All.* The project will provide artists/teacher training to implement Hawaii-mandated fine arts standards. Open since 1994 and aligned with the John F. Kennedy Center *Partners in Education* program since 1995, Maui Arts & Cultural Center is a comprehensive arts facility for the fine and performing arts. In consortium with the Hawaii Department of Education, Maui Academy of Performing Arts, and Hana Arts, this project is an extension of a professional development program begun in 1996. The primary goal of the partners is to expand the reach and impact of the program by increasing the number of students involved and reaching the remote communities of the tri-island county. To achieve this goal, recruitment of teachers and artist-educators will be expanded; Art Teams, made up of veteran and novice teachers and artist-educators, will be created in seven elementary schools; 12-15 professional development workshops will be provided annually; and an annual week-long Summer Institute will take place with travel scholarships provided as incentive for teachers from remote areas. Approximately 4,000 students, 37 teachers, and 20 artists will benefit from the project.

Mill Mountain Playhouse Company

One Market Square Roanoke, VA 24011-1437 www.millmountain.org \$18,000

Project Director:
Doug Zschiegner
540/342-5771
MMTmail@millmountain.org

To support an oral history project. Combining elements of both dramaturgy and playwriting, youth will examine economic and social issues in the Roanoke region. As Roanoke's economy begins to diversify, significant shifts within the community require directed responses and dialogues from the community. High school seniors enrolled in Roanoke's CITY School, a special program for academically gifted and community service-motivated students, will collect videotaped interviews of individuals who are feeling the effects of the region's cultural and economic shifts. A professional playwright will convert the student work into a docudrama, providing performances and community discussions to schools and civic organizations.

Milwaukee Institute of Art & Design

273 East Erie Street Milwaukee, WI 53202 www.miad.edu \$15,000

Project Director: Josie Osborne 414/276-7889 josborne@miad.edu

To support the *Creative Educator's Institute*, a two-week professional training program for integrating art, design, and the visual arts into K-12 curriculum. About 75 teachers will follow a one-week studio course that develops their own creative skills in a combination of traditional media and emerging technologies; the second week focuses on specific classroom issues and techniques and includes field trips and hands-on activities. Participants return for two follow-up sessions in the fall and spring semesters, at which they assess creative and instructional materials they have developed. At the Milwaukee Institute, the educators have access to state-of-the-art studio and lab facilities, a library, and the William F. Eisner Museum of Advertising and Design, the only museum in America to focus on the history, traditions, and social-cultural context of advertising and design practice. In past years, 50 percent of the participants have come from inner-city or rural schools where students have little access to quality art or design instruction.

Minneapolis Society of Fine Arts (consortium) (dba The Minneapolis Institute of Arts) 2400 3rd Avenue South Minneapolis, MN 55404 www.artsmia.org

612/870-3041 kscheibn@artsmia.org

Project Director:

Karen Scheibner

\$25,000

To support a visual arts professional development program for Minneapolis teachers. Visual Thinking Strategies (VTS) is a multi-year sequential arts curriculum that uses viewing and discussion of visual arts to teach critical thinking and communication skills. In a consortium with Minneapolis Public Schools, the program will increase the knowledge and skills of teachers, provide a new way to integrate arts learning with other curricula, and promote teamwork and improved interactions among children when implemented in the classroom. Teachers will attend a full day of training at the Minneapolis Institute of Art. They will teach their first VTS lesson at school with the support of a mentor, followed by a "debriefing" session with their peers. Teachers will give an additional nine in-class lessons and bring classes to the museum for a tenth VTS session in the galleries. Over the past three years, this partnership has provided training for more than 300 teachers in 11 schools. In 2002-03, approximately 120 more teachers will receive training.

Minnesota Orchestral Association

1111 Nicollet Mall Minneapolis, MN 55403 www.minnesotaorchestra.org \$65,000

Project Director: Jim Bartsch 612/371-5650 jbartsch@mnorch.org

To support *Kinder Konzerts*, the *Adopt-a-School* program, and *Young People's Concerts*. Program components include commission of a new work to celebrate the 25th anniversary of *Kinder Konzerts*; strengthened musician training, development of new curriculum and ticket subsidies through the *Adopt-a-School* program; and commission of a new work based on the Civil War in collaboration with the Philadelphia Orchestra. *Kinder Konzerts*, which annually draws 6,000 pre-school, daycare, and home-schooled children from the Twin Cities and rural Minnesota and Wisconsin, includes a day of interactive workshops, tours, and concert of a specially commissioned work. Launched in 1990, the *Adopt-a-School* program builds long-lasting personal bonds between 20 orchestra members and 20 inner-city elementary schools through monthly programs designed by the musician and tailored to the interests and needs of the schools. The program typically involves 3,000 students in the third through fifth grades. A joint commission about the state's involvement in the Civil War will be a special focus for *Young People's Concerts* and will premiere in spring 2003. On an annual basis, 24 concerts are performed for more than 50,000 students from 1,100 schools.

Mission Inn Foundation

3696 Main Street Riverside, CA 92501 www.missioninmuseum.com \$15,000

Project Director: Jennifer Tilden 909/781-8241

missioninnmuseum@pe.net

To support *Family Voices*. High school students participate in an objects-based learning project by selecting a family artifact and working with a storyteller/artist to research, develop, and communicate their stories. Students will work with a project team including a storyteller artist, museum professionals, and teachers to select a family artifact, research the artifact story with family members, and share the resulting story about their family's history. Project components include temporary and traveling exhibits, a student publication, teacher's guide, two teacher-training workshops, four public storyteller/singer workshops, a video, CD-ROM, and a family history workbook. Participants will include approximately 100 students, teachers, and administrators from four culturally diverse high schools in Riverside County.

Mobile Symphony Inc.

5 North Jackson Street Mobile, AL 36602 www.mobilesymphony.org \$7,500

Project Director: Sarah Wright 334/432-2064

sarah@mobilesymphony.org

To support *Preludes*. The music program provides basic music education in nine elementary schools. Now in its fourth year, *Preludes* was created by a team of musicians, teachers, and school principals to supplement music classes offered in the public school system. Classes include introductory string instruction and arts-integrated lessons in other subject areas. Children learn about music and experience instrumental music through the program, which enhances the efforts of the eight district music specialists who currently teach for only 10 days per school in each of the 52 Mobile County elementary schools. More than 1,500 first and second graders will participate in basic music, and 350 third and fourth graders will receive violin instruction.

Mosaic Youth Theatre of Detroit 6325 W. Jefferson, Bldg. 109 Detroit, MI 48209 www.mosaicdetroit.org

\$28,000 Project Director: Rick Sperling 313/399-7425 RickSperl@aol.com

To support the *Youth Ensemble*. The after-school program provides quality theatrical and musical training for youth in the Detroit area. Since 1992, more than 1,500 youth have participated in the program; additionally, more than 100,000 young people have viewed *Youth Ensemble* performances in schools and community centers. Working alongside professional actors, writers, musicians, and designers, youth are involved in such aspects of theater production as playwriting, music composition, and set design. The ensemble will meet three times a week during a nine-month period to create an adaptation of *A Midsummer Night's Dream*, titled *What Fools These Mortals Be*. Project activities include professional development workshops and residencies with national and international theater companies, and field trips to professional theatrical and musical performances. Approximately 105 youth (ages 12 to 20) will participate in the *Youth Ensemble*, and an estimated 11,000 youth and adults will attend public performances.

Museum of Children's Art 538 Ninth Street, Ste. 210 Oakland, CA 94607 www.mocha.org \$10,000 Project Director: Arlene Shmaeff 510/465-8770 arlenes@igc.org

To support implementation of an arts education and youth development action plan. The museum will highlight best practices and provide organization assessments and documentation, staff development, and technical assistance to the field on a local, regional, and statewide level. The two-year project will follow outcome-planning models applied to *Project YIELD*, an after-school arts program, and include an organizational action plan that blends best practices in multicultural arts, education, and youth development. The implementation of the action plan and the development of a technical assistance component will feature a learning lab for pre-service teachers, artist training in arts-focused curriculum, and an after-school conservatory in the visual and performing arts. Approximately 18,000 children and youth will benefit.

Museum of the Albemarle, Inc 116 US Highway 17 South Elizabeth City, NC 27909 www.albemarle-nc.com/MOA \$10,000 Project Director: Shirlene Spicer 252/335-1453 ncs1583@mindspring.com

To support development and implementation of *Planters, Providers, & Pathfinders:*African American Folklife in North Carolina. The community-based art education program is an interactive folk arts demonstration project for third- through fifth-grade students in northeastern North Carolina. A series of lessons, hands-on activities, artist visits, and folk art demonstrations in the classroom will enhance the curriculum and meet the state's Standard Course of Study objectives in language arts, music, social studies, math, visual art, and theater. Participating students will learn about the contributions of African American folk artists to their community, and educators will be better prepared to address cultural diversity. A folklorist will evaluate and compile existing data on the folk life of African Americans in the region that will serve as a backdrop for this program, and an instructional resource teacher, along with the project director and other consultants, will develop lessons plans to accompany hands-on activity kits that will be produced. Four teacher in-service workshops will take place. Folk artists will conduct demonstrations for students. The project will allow the museum to serve more than 30,000 students in 72 public schools in 16 counties across the region.

Music & Arts Center for Humanity 600 University Avenue Bridgeport, CT 06601 **\$20,000**Project Director:
Kevin McCue
203/366-3300

To support continuation of the *Cultural Alternatives Initiative*. The project provides comprehensive and sequential in-school, out-of-school, and summer art programs targeted for youth with special needs. Programs within the initiative are: 1) the South End Community Center's weekly classes in visual arts, drumming, dance, and theater; 2) *MACH/AileyCamp*, a six-week summer dance camp for 80 at-risk middle school students; 3) *Neighborhood Studios*, a school-to-career arts apprenticeship program; and 4) *Artworks*, a therapeutic arts program developed in partnership with social service agencies. *Start With Arts* links a local HeadStart program with *MACH* to develop curriculum emphasizing social and emotional development using music, dance, theater, and the visual arts. In addition, teacher guidebooks with sample lesson plans and summer institutes are provided for early childhood educators. More than 1,000 youth (ages 3 to 18) will participate.

Music Institute of Chicago 300 Green Bay Road Winnetka, IL 60093 www.musicinst.com \$10,000 Project Director: Frank Little 847/446-3822 little@musicinst.com

To support expansion of *Chicago Duo-Piano Festival* and *Mid-Winter Institutes*. Both programs provide non-school day and summer music education for youth in the Midwest. Founded in 1988, the *Chicago Duo-Piano Festival* is an educational and professional performance venue for the art of two-piano and one-piano, four-hand repertoire. Expansion activities include a duo-piano competition, seminars and master classes, and commissions of new works by contemporary American composers. *Mid-Winter Institutes*, an extension of the Music Institute's *Suzuki Program*, provides opportunities for students to study with nationally acclaimed Suzuki instructors. Students attend group classes, drama and movement workshops, and classes in percussion, harpsichord, jazz, and improvisation. The program includes monthly student recitals and an annual *Festival Concert*. More than 350 youth (ages 3 to 17) will participate.

NEA Foundation for the Improvement of Education 1201 Sixteenth Street NW Washington, DC20036-3207 www.nfie.org \$50,000 Project Director: Judith Renyi 202/822-7863 jrenyi@nea.org

To support *Arts* @ *Work*. The pilot project will facilitate collaboration between secondary school arts specialists and technology-using teachers in developing curricula that incorporate national arts and technology standards and links student learning to the world of work. Founded in 1969 by the National Education Association, the foundation underwrites innovative approaches in all 50 states to incorporate high-quality professional development into educators' daily lives through its grants and technical assistance program; publishes on topics of interest to educators and supporters of public education reform; conducts symposia and conferences; and provides technical assistance to participants in foundation programs. *Arts* @ *Work* will enable teachers to collaboratively develop and implement 24 examples of curricula that integrate national arts and technology standards and connect them to the world of work. Participating teachers will be competitively selected from across the country. Site visits and other technical assistance will aid participants in development, implementation, and assessment of curricula. Juried curricula will be disseminated to teachers electronically and in print.

Nevada Museum of Art 160 West Liberty Street Reno, NV 89501 www.nevadaart.org \$28,000 Project Director: Marlean Bowling 775/329-3333 bowling@nma.reno.nv.us

To support creation of the *Art Odyssey Teachers Institute*. Major project activities include development and implementation of a series of instructional lessons for teachers based on the museum's permanent collection; training to use the collection to integrate art into the core curriculum; and sequential evaluation of the program. Founded in 1931, the museum is state-certified and provides re-certification classes to teachers, in addition to studio and art history classes. This project is designed to capitalize on the opening of the museum's new facility in 2003. Teachers completing the program will be able to bring students to the facility free of charge. The institute will accommodate up to 60 K-12 teachers per year from public schools across the state.

New England Conservatory (consortium) 290 Huntington Avenue Boston, MA 02115 www.newenglandconservatory.edu \$60,000 Project Director: Larry Scripp LScripp@aol.com

To support a *National Consortium for Music-in-Education*. The consortium will develop new resources and cross-institutional capacities for sharing proven and most promising practices among leading arts-in-education organizations. Founded in 1867, the New England Conservatory is the oldest independent school of music in the United States. Consortium members, including Chicago Arts Partners in Education, the Kenan Institute for the Arts Foundation, and Metropolitan Opera Guild, are focusing on models of comprehensive, interdisciplinary music programs aligned with national standards and integrated across the school curricula. Program components include professional development for musicians in teaching and research; collaborative development of interdisciplinary curricular units by teachers, musicians, and higher education faculty; and creation of a Web site for communication and music instruction. Each of these components will be evaluated using criteria linked to nationally respected standards in teaching and curriculum, including the International Baccalaureate program. In addition, the impact of the consortium's work will be based on each member's capacity to influence policy and sustainable music-in-education practices.

New York Festival of Song, Inc. 307 Seventh Avenue, Suite 1601 New York, NY 10001 www.nyfos.org

\$12,500 Project Director: Jean Marie Miller 646/230-8380 nyfos@earthlink.net

To support an in-school music education and professional development program for high school teachers. Components include in-school workshops taught by teaching artists; curriculum materials designed to support classroom work; teacher training/planning sessions; a concert designed specifically for students and teachers; and video documentation of classroom workshops and a final concert. More than 400 student participants will be drawn from five area high schools. Each participating classroom will receive at least ten in-school workshops taught by NYFOS teaching artists. Teacher training and planning sessions include teachers, artists, and administrative staff. Each season's curriculum materials will be collaboratively designed by all participants and coordinated with visits from the teaching artists. The culminating concert will feature teaching artists performing from the NYFOS repertoire and students performing original compositions that were created during the classroom workshops.

North Carolina Performing Arts Center at Charlotte Foundation PO Box 37322 Charlotte, NC 28237 www.performingartsctr.org \$30,000 Project Director: Morenga Hunt 704/348-5793 MHunt@ncbpac

To support planning, implementation, and evaluation of *GAINS--Gaston Arts Integration Nurtures Success--*a comprehensive curriculum initiative. The project targets second and third grades at the Ida Rankin Elementary School in Mount Holly, North Carolina. Specific project objectives include: 1) professional development for teachers and teaching artists to strengthen their capabilities for teaching in and through the arts to meet state-mandated curriculum goals; 2) creation of arts-integrated lesson plans aligned to the state's Standard Course of Study; 3) co-planning and teaching of arts-integrated lessons; 4) program evaluation; and 5) strengthening of the partnership to increase ongoing collaboration. Partnering with the center on the project will be the Gaston County Schools, United Arts Council of Gaston County, and Gaston County Public Library. These partnerships enable artists and teachers to coplan and co-teach arts integrated units of study based on the needs of the school. Integration of the arts into the overall curriculum throughout the school year is expected to motivate students and facilitate their learning within the core curriculum. Approximately 400 students will be involved in the lessons, and 16 teachers and eight arts specialists will participate in the professional development for integrated instruction.

North Carolina Symphony Society, Inc. 2 East South Street Raleigh, NC 27601 www.ncsymphony.org \$50,000
Project Director:
Suzanne Rousso
919/733-2750
srousso@ncsymphony.org

To support an in-school educational concert program and a workshop for elementary school music teachers from communities throughout the state. In 2002-03, all 64 full-time musicians of the North Carolina Symphony will travel more than 18,000 miles to perform up to 60 educational concerts. Building on a highly significant history of work with schools, the project will include intensive teacher and student preparation, outreach throughout the state to urban and rural areas, and concert performances in cities and towns across North Carolina. To prepare for the symphony's visits, 300 elementary school music teachers from across the state will attend a teachers' workshop in Raleigh, which will be led by the symphony's director of education and music specialists from schools across the state. They will help write a teacher handbook about the featured composers and the repertoire for the educational concert program. Between 100,000 and 125,000 school children in the fourth through sixth grades will be served by the project.

Northern Illinois University De Kalb, IL 60115 www.niu.edu \$85,000
Project Director:
Kerry Freedman
815/753-1473
kerryfreedman@compuserve.com

To support an assessment of the impact of arts integration on student learning and student artistic production and the development of assessment instruments. Twelve artist-teacher teams will collaborate with researchers in three cities: New York City, Chicago, and Minneapolis. An ongoing arts education partnership program at each city site will select the artist-teacher teams as well as the schools to represent a culturally diverse group of settings for the research. Four teams in each city will work together to develop assessment strategies for student artistic production. Researchers (from NIU's College of Visual and Performing Arts, the Educational Development Center/Center for Children and Technology in New York City, and the University of Minnesota's Center for Applied Research and Educational Improvement) will visit classrooms monthly and support artist-teacher partnerships throughout the project. They will observe team meetings and classrooms, conduct artist and teacher interviews, and analyze student art. Project phases include development, pilot implementation, and refinement of assessment strategies, with the collection and comparison of data concerning student learning of art knowledge, interdisciplinary knowledge, and knowledge from other disciplines.

Oberlin College

(on behalf of **Allen Memorial Art Museum**) 70 North Professor Street Oberlin, OH 44074 www.oberlin.edu/allenart \$15,000

Project Director: Sara Hallberg 440/775-8671 sara.hallberg@oberlin.edu



To support the *Puppet Summer* project. The project is designed to reach a new audience of adolescents (ages 13 to 18) while providing community-wide arts activities during the summer. Founded in 1917, the Allen Memorial Art

Museum provides exhibits and educational events for Oberlin students and the public, as well as various outreach programs for teachers and students in regional pre-K-12 schools. Goals include promoting teamwork, self-directed learning, social interaction, and understanding of other cultures. Master puppet artists from two companies -- creators of the Greenwich Village Halloween parade and the Bread and Puppet Theater -- will conduct short residencies that focus these efforts in a community-wide event that includes a puppet parade. The museum expects that such a large-scale experience, not possible in the schools, will bring together economically and culturally diverse elements of the community.

Old Globe Theatre

1363 Old Globe Way San Diego, CA 92112-2171 www.theglobetheatres.org \$45,000

Project Director:
Patti Saraniero
619/231-1941
PattiS@theglobetheatres.org



To support the expansion of *Teatro Meta*. The in-school theater program, targeted for ESL (English as a Second Language) middle and high school students, provides opportunities for youth to develop, produce, and perform

short plays. For the past 16 years, bilingual Old Globe Theatre artists (in consultation with classroom teachers) have provided 15-week residencies in which students learn about improvisation, the creative process, and self-expression. Expansion of the program will advance outreach efforts targeted to Filipino and Asian youth as well as enhance the development of research materials for teachers, increase the number of preparatory workshops, and add a teacher-mentoring component. *Teatro Meta* will be evaluated, and the results will be disseminated to arts organizations and communities through conferences and regional and national publications. Up to 400 youth in 8 to 10 schools will participate.

Omaha Symphony Association (consortium) 1605 Howard Street Omaha, NE 68102 www.omahasymphony.org \$40,000
Project Director:
Sara Pflueger
402/342-3836
spflueger@omahasymphony.org

To support a pilot *Residency Partnership Program*. The program will offer specially developed, curriculum-based presentations in local schools, and on-site residencies supported by the *Nebraska Distance Learning Network*. The symphony's consortium partner is the Omaha Public School System, and the development site is the Dr. Eugene Skinner Mathematics, Computer, and Communication Arts Magnet Center. Starting last year with the first grade, the residency program will continue to add grade levels as the pilot progresses. The long-range vision of the project is to develop a curriculum that will serve students in first through sixth grades. Program components include musician and teacher training; collaborative curriculum development by teams of teachers, musicians, and the curriculum coordinator; and technology development that includes distance learning, Web site access to lessons, and an educational CD-ROM.

Opera Company, Inc. PO Box 220350 El Paso, TX 79913-2350 www.epopera.org \$10,000 Project Director: Rebecca Downey 915/581-2243 epopera@aol.com

To support *Opera on Wheels*. The continuing program is composed of three parts: a mini-opera for third and fourth grade students, *Youth Night at the Opera* for middle and high school students, and *Artists-in-the-Schools*. Recruited through national auditions, members of the *Artists in the Schools* program will sing in these productions as well as teach workshops related to the mini-opera; singers also perform minor roles in main stage productions. The third component, *Youth Night at the Opera*, treats local middle and high school students to dress rehearsal performances after they have followed instructional units based on teacher guides distributed a month before attendance. Overall, 35,000 children will participate in the programs, including students with physical challenges or learning difficulties. Evaluations from classroom teachers and participating artists help the company measure the impact of the programs.

Opera Omaha, Inc.

1625 Farnham Street, Suite 100 Omaha, NE 68102 http://www.operaomaha.org

\$15,000

Project Director: Jane Hill 402/346-4398 jhill@operaomaha.org

To support *Create Opera*, a project for high school students. Composer-in-residence Deborah Fischer Teason will coordinate the creation and presentation of a one-act opera generated by the collaboration of approximately 200 high school students and professional artists. In an effort to reach a better understanding of and tolerance for cultural differences, students will utilize history to create an original one-act opera about Nebraska's immigrant past, unearthed during a three-year arts project initiated by Opera Omaha and Omaha's South High School. To create the opera, students will research material in collaboration with the Durham Western Heritage Museum, contribute to the libretto and musical composition, design and implement the physical aspects of the production, and perform the opera with professional artists. A variety of assessment tools will be used to evaluate success in improving the students' interaction within diverse school and community populations, including a review of student portfolios documenting their participation in the project. An additional 2,000 students and individuals from the community will attend the public performance.

Opera Theatre of Saint Louis (consortium) 539 Garden Avenue St. Louis, MO 63119 www.opera-stl.org

\$30,000

Project Director: Christy Fox 314/961-0171 cfox@opera-stl.org



To support the *Artists-In-Training* program. With a focus on urban youth, the program provides opportunities for high school students in vocal coaching, master classes, retreats, and performances. Consortium members include

Webster University, Washington University, and the University of Missouri-St. Louis. Developed with an emphasis on academic achievement, all program activities take place at area universities with professional vocal teachers. The program identifies and nurtures vocal talent at the high school level while providing resources to attain college-level goals and careers in music. Activities include weekly individual voice lessons, a 10-day visiting artist residency, and a culminating spring recital with scholarships and awards. A *Theatre Artists-In-Training* component will be launched to identify and nurture young designers from St. Louis high schools, introducing them to the technical aspects of opera.

Orlando Opera Company, Inc. 1111 North Orange Avenue Orlando, FL 32804 www.orlandoopera.org \$15,000
Project Director:
Gary Good
407/426-1717
garygood@orlandoopera.org

To support *In-School Opera*. The program tours every Orange County public school at least once every two years as well as several schools in neighboring counties. Teachers receive study guides and in-service workshops that train them in techniques to engage students and tailor the company's productions to support the curriculum. The performances are fully staged, specially written operas for children and include works sung in English and Spanish. Associated educational programs follow the Florida Sunshine State Standards for Music and focus on creativity and communication as well as cultural/historical relevance. The program provides young singers, hired in the Opera's Resident Artists program, with two years of experience performing and working with youth. Approximately 60,000 students will attend the performances.

Pacific Northwest Ballet Association 301 Mercer Street Seattle, WA 98109 www.pnb.org \$50,000 Project Director: Francia Russell 206/441-2444 francia@pnb.org

To support three outreach programs for elementary school children. The ballet presents performance/demonstrations, conducts in-school residencies of up to six weeks, and professionally trains talented children from schools where many speak English as a second language or come from low-income families. After teachers have incorporated dance into their lessons with the help of teaching workshops and curriculum guides, *Bravo!Ballet* performances with orchestra will introduce up to 5,000 children to the basics of stagecraft and ballet. *Discover Dance* residencies offer more intensive instruction to another 6,000 students, leading to a performance by the children before classmates and families. *DanceChance* provides tuition-free professional training to about 95 students, who receive free transportation to the studios, dancewear, and tickets to the ballet's performances. Washington State's Essential Learning Requirements in the Arts are followed in the instruction guides.

Pacific Symphony Association 1231 East Dyer Road, Suite 200 Santa Ana, CA 92705 www.pacificsymphony.org \$60,000 Project Director: Pam French 714/755-5788 pfrench@pso.org

To support *Class Act*. The music education program delivers both arts instruction and performance directly to all grade levels of 40 elementary and middle schools. Established in 1993, *Class Act* has formed an ongoing relationship between the orchestra and students, teachers, administrators, and parents throughout Orange County. One component provides sequential learning opportunities with professional musicians throughout the school year. Based on the California Department of Education's Visual and Performing Arts Framework, the program's curricular content covers all four music education components: artistic perception, cultural and historic context, aesthetic valuing, and creative expression. Each school designates a *Class Act* team of the principal, teachers, and parents, who are responsible for program development, promotion, and administration. The orchestra's education staff works closely with the teams to develop programming and provides intensive professional development for participating teachers. Approximately 26,500 students, 16,000 parents, and 1,400 educators will be involved in the project.

pARTs Photographic Arts 711 West Lake Street Minneapolis, MN 55408 www.partsphoto.org \$10,000 Project Director: Marcie Stein 612/824-5500 parts@bitstream.net

To support *Youth Arts Experience*. This component of the *Focus on Education* program features in-school photography workshops, high school mentoring programs, family workshops and symposia, and exhibition tours to schools. The photography workshops for students in the fourth and sixth through eighth grades will focus on cultural celebrations. In addition to basic photography skills, students will exchange stories about their holiday traditions, foods, costumes, and games. The workshops will conclude with a public exhibition of student work. Professional photographers also will provide eight weeks of one-on-one mentoring for six at-risk high school students, working as artist-student teams to produce a series of photographs. Hands-on workshops and symposia will be conducted for an additional 250 family members and teachers in collaboration with other community organizations.

Pasadena Symphony Association

2500 East Colorado Boulevard, Suite 260 Pasadena, CA 91107 www.pasadenasymphony.org

\$25,000

Project Director:
Jerri Price
626/739-7172
jprice@pasadenasymphony.org

To support four music education programs. TEMPO!, Musical Circus, the Mentor Program, and the Pasadena Youth Symphony Orchestra & Prelude Strings provide music-infused curriculum, professional development for teachers, beginning and advanced music lessons with professional musicians, and performance opportunities for a diverse group of underserved children. Each of the four programs benefits children by building a foundation of musical knowledge. TEMPO! serves students with disabilities through lessons designed specifically for their needs. Musical Circus is a free program for children ages 4 to 10. The Mentor Program provides training for music students at three middle schools. The Pasadena Youth Symphony & Prelude Strings provides advanced music training for grades six through nine. These programs annually serve more than 3,000 ethnically diverse and economically disadvantaged children from pre-school through middle school.

People's Light & Theatre Company 39 Conestoga Road

Malvern, PA 19355 www.peopleslight.org \$55,000

Project Director: Abigail Adams 610/647-1900 grillet@peopleslight.org



To support *Project Discovery*. The program features performances both for and with young people, an intensive ensemble project for at-risk students, school residencies, teacher workshops, theater classes, and summer programs.

Since 1976, this nationally recognized arts education program has been dedicated to providing theater experiences for youth in creative, diverse, and supportive environments. In addition, it has provided performance opportunities for more than 35,000 youth in the Philadelphia region. The *New Voices Ensemble* component will bring artists together with 15 youth (ages 8 to 14) to create new works for the Outside the Box Festival. The *Project Discovery High School* component will provide in-depth classroom residencies for students, artists, and teachers at 18 high schools. *Theatre School* and *Summerstage* will provide training and production opportunities outside the school setting for the students (ages 7 to 18). Project activities also include whole school and community projects through the *School Residencies* and *Special Projects* components. More than 15,000 youth will participate.

Performing Arts Center of Los Angeles County 717 West Temple Street, No. 300 Los Angeles, CA 90012

www.musiccenter.org

\$75,000 Project Director: Denise Grande 213/202-2288 dgrande@musiccenter.org

To support core programs of the Music Center Education Division (MCED). Four core programs form a continuum of in- and out-of-school arts education services, including *Music Center on Tour*, individually designed arts packages, *Artist in Residence and Teachers (ART) Partnership*, and *After-School Creative Education (A.C.E.)*. *Music Center on Tour* provides students with opportunities to experience the work of professional artists in performances and hands-on workshops. Individually designed arts packages are classroom workshops with professional artists tailored to the curricular needs of schools. *ART Partnerships* are long-term projects that place an artist on campus to work intensively with three or four core classrooms of students for 12 to 18 weeks. *A.C.E.* provides after-hours services for students with professional artists. Established in 1979, MCED provides a range of year-round programs in music, dance, theater, storytelling, puppetry, creative writing, and the visual arts for five counties in the Los Angeles area. Through these four components, the center expects to reach 920,439 students and teachers.

Performing Arts Workshop

Fort Mason Center, C-265 San Francisco, CA 94123 www.pawsf.org \$10,000 Project Director: Gary Draper

415/673-2634 gary@pawsf.org

To support the *Artists-in-Schools (AIS)* program. The project places professional artists in schools to conduct 15-week, process-oriented residencies in creative movement, theater, and world dance to enhance the academic experience of educationally and economically disadvantaged students. Launched in 1974, *AIS* teaches critical thinking, creative expression, social language, and motor skills through the performing arts. Artists integrate classroom curriculum, literature, history, science, and geography into the arts activities when possible. The workshop serves more than 5,000 preschool and elementary students annually in three counties. Specially designed residencies by trained artists serve special education and English as a Second Language students. All residencies are designed to meet the State of California's Challenge Standards for Student Success in the Performing Arts and the National Standards for Arts Education. Ongoing program evaluation includes use of a "Teaching Skills Assessment" tool that outlines and measures all elements of a successful residency.

Philadelphia Dance Alliance 1429 Walnut Street, 16th Floor Philadelphia, PA 19102 http://dance.libertynet.org \$10,000 Project D

Project Director: Pearl B. Scheaffer 215/564-5270 dance@libertynet.org

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To support the *Neighborhood Dance Exchange Program*. Now in its 16th year, the program, which provides quality dance training for inner-city youth in Philadelphia, will underto a comprehensive evaluation and develop a broad-based dance curriculum.

Five neighborhood sites will provide a safe, after-school environment for youth to study ballet, modern dance, jazz, West African dance, creative movement, and Cambodian classical court dance during weekly sessions. In addition, three to five sites will be developed in cooperative alliances with the Police Athletic League. Up to 250 youth (ages 6 to 18) will participate in these dance education activities. Working in conjunction with the University of Pennsylvania's Wharton Cultural Management Program, the assessment and evaluation plan will move to Phase II in which evaluation instruments are refined and baselines for student achievement are established. The evaluation plan, as well as the dance curriculum, is based on the NAEP Arts Assessment Framework and the National Standards for Arts Education.

Pillsbury United Communities

Pillsbury House Theatre 3501 Chicago Avenue South Minneapolis, MN 55407 \$15,000

Project Director: Brian Goranson 612/824-0708 raymondn@puc-mn.org



To support the *Chicago Avenue Project*. Inspired by New York's nationally renowned 52nd Street Project, inner-city youth work alongside professional artists to create theater pieces. Since 1996, the project has served more than 360 youth in the Central and

Powderhorn Communities of south Minneapolis. Designed to develop personal strengths, art skills, self-esteem, and confidence, professional playwrights develop short plays based on the unique characteristics of each of the youth participants. Directors and actors create public performances of the plays at the Pillsbury House Theatre. Youth also serve as playwrights for adult actors. Additional activities include rehearsal retreats and performances in rural communities. Up to 100 students (ages 8 to 14) will participate.

Plaza de la Raza Inc. 3540 N. Mission Road Los Angeles, CA 90031 www.plazaraza.org \$20,000 Project Director: Maria Jimenex-Torres 323/223-2475 admin@plazaraza.org

To support youth arts programming at the School of Performing and Visual Arts. This cultural arts program features workshops, master classes, community performances, and exhibitions for and by youth from the Lincoln Heights and east Los Angeles areas. Designed to provide a safe haven for youth in its surrounding neighborhoods, Plaza de la Raza has provided arts education programs for 30 years. During two consecutive 10-week sessions, 12 workshops provide opportunities for youth in Mexican folklorico and modern dance, traditional music and folklore of Latin America, theater improvisation, art history, ceramics, and mixed media. Each workshop will serve up to 15 students (ages 5 to 18). Project activities also will include a student/faculty exhibition: *ConNuestros Manos/With Our Hands* and a *Dia de los Muertos/Day of the Dead* community open house.

Portland Art Museum (on behalf of Northwest Film Center) 1219 South West Park Avenue Portland, OR 97205 www.nwfilm.org \$55,000 Project Director: Ellen S. Thomas 503/276-4263 ellen@nwfilm.org

To support *Filmmakers-in-the-Schools*. The Northwest Film Center of the Portland Museum of Art will conduct a broad array of programs to encourage media literacy in the schools and foster learning in line with Oregon's education goals and standards for the arts. As one of the largest media arts centers in the nation, the center's *Filmmakers-in-the-Schools* program has provided 125,000 young people with more than 35,000 hours of instructional services by leading Northwestern media makers. This project includes direct instruction through workshops and residencies to approximately 280 students (ages 8 to 19) that emphasizes media projects based on personal experiences and community awareness. Two professional development components will reach more than 200 educators statewide with no experience in media arts. In addition, 70 teachers will plan, implement, and assess more advanced instructional approaches, including a program to offer a Certificate of Advanced Mastery for students in the 11th and 12th grades. The entire program stresses the importance of self-expression and interpretation in creating and responding to all types of media.

Portland Museum of Art

7 Congress Square Portland, ME 04101 www.portlandmuseum.org \$15,000 Project Director: Dana Baldwin 207/775-6148

dbaldwin@maine.rr.com

To support AXIS (Artists eXchange Ideas with Students). The statewide initiative uses 19th-century American art and architecture as instructional keys for middle school students in urban and rural sites. This multifaceted program will provide intensive, interdisciplinary professional development for teachers; develop new arts-integrated curriculum materials; foster student/artist collaboration through exploration of the built environment and exhibitions of collaborative work; and create partnerships throughout the state using Web technology and the University of Maine's distance learning system, UNET. Community, online, and museum exhibitions will explore how art and architecture of the 21st century reflect the contemporary culture.

Portland Opera Association Inc.

1515 South West Morrison Portland, OR 97205 www.portlandopera.org \$15,000 Project Director: Diane Syrcle 503/241-1407 dsyrcle@portlandopera.org

To support *Portland Opera Works!* (*POW!*), a touring/residency project for K-12 students. The project will comprise a 14-week, professional training program that will include an eight-week tour. *POW!* is expected to reach 90 schools in Oregon, southern Washington state, and northern California, primarily in rural areas with little access to live opera performances. Artists will present a repertory of three operas to 35,000 students, who are prepared by teachers using guidebooks that support Oregon Benchmarks in curricula for the arts, language arts, history, and the sciences. In addition, artists in this fifth annual *POW!* tour will conduct special workshops in 15 inner-urban or rural schools particularly underserved in the arts, provide information sessions tailored for high school students interested in careers in the performing arts, and present community and benefit concerts. The program addresses the need to increase students' knowledge of the arts as well as expand their awareness of diverse cultures.

Professional Flair, Inc.
3615 Euclid Avenue
Cleveland, OH 44115
www.gggreg.com/dancingwheels.htm

\$10,000 Project Director: Barbara Allegra-Verlezza 216/432-0306 proflair1@aol.com

To support a theatrical training initiative for children with disabilities. The project will partner art therapists, the Dancing Wheels Company, the AA Studio, and the Cleveland Clinic's Children's Rehabilitation Unit in this pilot youth arts training, performance, and evaluation program. After an in-school lecture/demonstration by the Dancing Wheels Company, whose members include individuals in wheelchairs, students from Cleveland's Sunbeam School (ages 8 to 12) will attend after-school workshops in dance, art, and music. Over 16 weeks, students will learn choreography and study the history of the era in which the accompanying music was written. With the aid of art therapists, the students will construct costumes and scenery based on the historical context. This work will culminate in a public performance. Children will be evaluated to determine if improved social skills as well as other positive behavioral changes have been achieved.

Rhode Island School of Design

Two College Street Providence, RI 02903 www.risd.edu \$50,000 Project Director: David Henry 401/454-6530 dhenry@risd.edu

To support the design and development of *The Knowing Eye*. This new initiative will provide interactive learning spaces and incorporate directed looking at the museum's permanent collection through supplemental educational materials. Known for their successes in designing innovative educational spaces, artist/educators Allen and Ellen Wexler will guide the design process with faculty and graduate students from RISD's departments of Interior Architecture and Art Education. The Wexlers have created seven different learning environments with interactive elements to engage young people with works of art in museums. Workshops for up to 300 teachers in the region will focus on improving students' aesthetic skills while looking at art. The workshops will take place at the museum's 2004 annual open house. Approximately 25,000 youth (ages 5 to 12) and their families will participate in the project.

Richmond Art Center 2540 Barrett Avenue Richmond, CA 94804 www.therichmondartcenter.org \$20,000 Project Director: Marissa Vitello 510/620-6776 marissa@therac.org

To support the *Artists-in-Schools* program. Project activities will include residencies in six elementary schools of the West Contra Costa Unified School District. The Richmond Art Center's *Artists-in-Schools* program began more than 20 years ago and continues to be the cornerstone of its partnership with the area school districts. Six artists will work collaboratively with teachers and students in 24 classrooms over a 24-week period. Residencies will culminate in semi-permanent visual arts projects at each school, including an outdoor mural, 100-square-foot story quilt, canvas banners, puppets, and sculpture for a courtyard garden. The residencies will involve up to 1,500 students from ethnically and socioeconomically diverse communities.

Richmond Ballet 407 East Canal Street Richmond, VA 23219 www.richmondballet.com \$25,000 Project Director: Brett Bonda 804/344-0906 bbonda@richmondballet.com

To support *Minds In Motion*, a fourth-grade dance education program. The ballet's faculty will plan and conduct hour-long, once-a-week classes that extend for 28 weeks in nine schools in Richmond and in rural, adjacent counties. Students will be taught the rudiments of rhythm and movement and, in the second half of the year, progressively build a choreographed piece that is showcased in a gala production where students from all the schools demonstrate their skills and talents. Programs are developed around a theme that complements Virginia learning standards in history, science, and social studies. Of the 800 students to be served, approximately 55 percent are African American and half are in communities underserved by the arts. The project feeds talented students into other programs that offer more formal training.

Roundabout Theatre Company, Inc. 231 West 39th Street, Suite 1200 New York, NY 10018 www.roundabouttheatre.org

\$45,000
Project Director:
Margaret Salvante
212/719-9393
Margie@roundabouttheatre.org

To support arts-in-education programs in New York City schools. A three-part approach—the *Page to Stage* and *Producing Partners* programs for students and a series of professional development workshops for teachers—is geared to New York State Standards and the integration of creativity and theater elements into the curriculum. Developed over the last nine years of its 36-year history, Roundabout's programs will serve approximately 5,000 students and 100 teachers. The *Page to Stage* program brings students to two productions and provides 10-visit artist residencies. *Producing Partners* focuses additionally on the business and technical/production aspects of theater operations and how, for instance, lighting and stage design utilize principles taught in science and math classes. Roundabout also conducts a summer professional development institute and provides continuing support to teachers in the program. An assessment specialist evaluates the programs against school-based objectives associated with the State Learning Standards for English/Language Arts and Theatre.

Salvadori Center

c/o City College Y Building, 308A 138th Street & Convent Avenue New York, NY 10031-9198 www.salvadori.org/ \$35,000

Project Director: Lorraine Whitman 212/650-5497 whitman@salvador.org

To support dissemination of the methodology used in the Salvadori Middle School Program and the development of a project book to be used to replicate the methodology outside of New York City. The center will expand its middle school program to Staten Island and Port Chester, NY, to explore ways to disseminate teaching methods in areas where on-site mentoring by Salvadori staff and bi-monthly workshops in New York City are not feasible. Cost-effective methods for training and supporting new teachers, including Internet communication, will be developed. The project book will collect best practices to create a standards-based framework for teaching core curriculum; printed materials will be integrated with Web-based resources. The project will allow the center to refine "virtual mentoring" in order to increase the number of teachers who can use the method, which examines architecture and the built environment in exploring disciplines such as art, math, science, technology, social studies, and language arts. Evaluation measures, such as focus groups of teachers, classroom observations, student and teacher journals, and student assessments, will determine how best to transfer the Salvadori model to new sites.

San Diego Opera Association 1200 Third Avenue, 18th Floor San Diego, CA 92101-4112 www.sdopera.com \$30,000
Project Director:
Nicolas M. Reveles
619/232-7636
Nicolas.Reveles@sdopera.com

To support *Operation: Opera*, a series of educational outreach initiatives for K-12 students. The programs employ full production values, are complemented with teacher-support materials connected to core curriculum, and are evaluated through a process created by the Educational Technology Department of San Diego State University. One component of the program will send teams of three opera professionals to present intensive sixweek workshops that lead to a production by children of an opera adapted for them; 1,500 students will perform as well as handle backstage duties. Another component, the *Opera Ensemble* (comprised of six post-graduate singers) includes presentations of 150 performances of abridged operas or recitals for more than 25,000 students throughout San Diego County. Volunteers will conduct the Puppet Theatre component, introducing 9,000 students to opera and music terminology in up to 60 puppet performances. Additionally, in a docent-led preparatory effort, more than 6,000 students will learn about a production they will attend at dress rehearsal. More than half of the students served are Latino, Filipino, African American, or Asian American.

San Diego State University Foundation (fiscal agent for Border Voices Poetry Project) 5250 Campanile Drive San Diego, CA 92182-1931 www.foundation.sdsu.edu/ \$10,000 Project Director: Jack Webb 619/293-2239 jack.webb@uniontrib.com

To support the *Borders Voices Poetry Project*. The multi-faceted project will place up to 20 poet/teachers in school residency programs; feature an annual two-day poetry fair; produce six television shows documenting interaction at the fairs between poets and students; and publish the work of participating poets alongside student poems and artwork. In its eight-year history, the project has received numerous awards, including citation by the California Association of Teachers of English for contributions to teaching English language arts. The project focuses on promoting self-esteem and academic accomplishment by connecting students to work with prominent contemporary artists such as poets Adrienne Rich, Mark Strand, Maya Angelou, Robert Haas, and Robert Pinsky. The regular series of five, one-hour in-school workshops serve 15,000 students and are complemented with bilingual workshops for students and their families. The poetry fairs attract up to 12,000 audience members. The television segments are broadcast in 15,000 classrooms, and poems and articles about the project are published in English and Spanish in the *San Diego Union-Tribune*.

San Francisco Girls Chorus, Inc. 1337 Sutter Street San Francisco, CA 94115-0397

www.sfgirlschorus.org/home.html

\$10,000 Project Director: Elizabeth Avakian 415/673-1511 avakian@sfgirlschorus.org

To support the *Music Education/Outreach Program*. The program provides need-based scholarships targeted for female youth in 160 schools in the Bay area to participate in choral training and performances. Designed to create outstanding performances featuring young women of all economic and ethnic backgrounds, the program uses graduated curriculum in four San Francisco choruses and three East Bay, Oakland choruses. The program is the foundation for the performance program's two concerts and touring ensembles. Repertoire includes more than 40 titles in different languages, while incorporating music theory and dictation, sight singing, and vocabulary. Approximately 60 youth (ages 7 to 19) will participate.

San Francisco Performances, Inc. 500 Sutter Street, Suite 710 San Francisco, CA 94102 www.performances.org

\$15,000 Project Director: Melanie Smith 415/398-6449 Melanie@performances.org

To support *Performance Poetry* and *Jazz Intervention*. Jazz vibraphonist Stefon Harris and baritone Christopheren Nomura will work with high school students (primarily inner-city teens) in lecture-demonstrations, workshops, instrument and creative writing instruction, and culminating performances for family and friends. Harris and his quartet will work during a two-week period with 60 high school music students from one high school and with students in the after-school program at the East Bay Center for the Performing Arts. Goals of the residency are to enhance students' understanding of jazz; enrich performance experience; and teach leadership, communication, and teamwork through the idiom of jazz. Nomura and the California Poets in the Schools will work collaboratively with approximately 180 students from three high schools to introduce themes and structures of poetry and art song; encouraging student exploration of these themes in their own reading, writing, and performing; help students to expand their writing and performance activities; and encourage students to become lifelong learners in literature, poetry, and vocal music.

San Francisco Symphony (on behalf of San Francisco Symphony Youth Orchestra) Davies Symphony Hall San Francisco, CA 94102 www.sfsymphony.org \$60,000 Project Director: Ronald Gallman 415/503-5400 gallman@sfsymphony.org

To support the *Artistic Development Program*. Designed to enhance the artistic growth of Youth Orchestra members, the project supports youth participation in personalized coaching; master classes; apprenticeships; mentorships; and specialized training in chamber music, instrument care, and auditioning. Through weekly rehearsals, concert series, and international tours, the program provides intensive study and performing experiences, while preparing youth for professional careers in music. The *Composer-Guest Artist Program* provides opportunities for youth to work with composers and soloists of international caliber, while the *Intern Program* prepares youth for careers in orchestra administration through three internship positions: music librarianship, orchestra personnel, and arts administration. The *Coaching Program* enables youth to meet with orchestra members for sectional rehearsals while learning the art of orchestral performance. A community service program, *Open Rehearsal Series*, also provides performance opportunities. Up to 115 youth (ages 12 to 21) will participate.

San Jose Jazz Society PO Box 1770 San Jose, CA 95109-3583 www.sanjosejazz.org \$15,000 Project Director: Robert Roman 408/288-7557 robr@sanjose.jazz.org

To support a jazz education research program. Four classrooms of students will participate in *Get Jazzed* and *Jazz for Kids* to test the effectiveness of classroom materials in motivating students to participate in music education. The San Jose Jazz Society (SJJS) has conducted school education and outreach programs since 1986. The objective of this project is to determine the amount of intervention needed in one academic year to effect the greatest number of students participating in music education the following year. SJJS will collaborate with a school that has an existing choral or instrumental music program and work with five class groups of students. Program components will include development of an educational guide based on the two jazz programs; teacher training in the use of the guide; interactive presentations by professional jazz musicians; collection and evaluation of data; and a written report of the study, disseminated via the organization's Web site. One control group of students will be established for this study. Curriculum materials and the educational guide will be revised based on the results of the study.

SAY SI 1414 South Alamo, Studio 103 San Antonio, TX 78210 www.saysi.org \$23,000 Project Director: Jon Hinojosa 210/2128666 jon@saysi.org

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To support the continuation of *Project WAM (Working Artists and Mentors)*. Working alongside professional artists, high school students will mentor middle school students during this year-round visual and media arts program.

SAY SI (San Antonio Youth YES!) works with up to 85 student participants on a full-time basis to develop artistic and social skills in preparation for higher education and careers. More than 30 youth, instructed by 10 *WAM* mentors and five staff artists, meet during semester-long Saturday sessions. All lessons focus on specific themes and techniques in the visual and media arts. *Project WAM* students develop skills in a variety of media and self-awareness through personal discovery process, as well as their own artistic portfolios. School districts, school administrators, educators, and social service agencies refer eligible students for the program. SAY SI documents artwork, exhibits, and workshops through video, slide, still, and digital images.

Seattle Arts & Lectures 105 South Main Street, Suite 201 Seattle, WA 98104 www.lectures.org \$40,000 Project Director: Erin Guest 206/621-2230 erin@lectures.org

Essential Academic Learning Requirements, the program will feature up to 40 comprehensive writers' residencies in Seattle middle and high schools, along with teacher training and student monitoring. The residencies integrate the curriculum of a variety of subjects, such as biology, history, and English as a Second Language, into intensive classroom workshops. Residency authors return to mentor students one-on-one, and other nationally and internationally known writers are presented in assemblies to describe their lives and work. Up to 8,000 students will be served, including an influx of new immigrants and students with learning challenges, who constitute a major portion of the student population. Additionally, a large portion of the *WITS* program is devoted to professional development for the teachers, writers new to the program, and MFA students who participate in residencies as apprentices. The residencies have been evaluated since the inception of the program in 1994 through a variety of surveys, staff observation, and outside assessments.

Seattle Repertory Theatre (consortium) 155 Mercer Street Seattle, WA 98109 www.seattlerep.org \$18,000 Project Director: Andrea Allen 206/443-2210 andreaa@seattlerep.org

To support two professional development programs. The programs complement one another by focusing on the needs of teachers to incorporate theater and the arts into the curriculum and on artists' needs for experience in classrooms. In partnership with the Seattle Children's Theatre, *Bringing Theatre Into the Classroom* provides a week-long summer institute for up to 40 K-12 teachers in which they attend theater productions and develop lesson plans. The *Teaching Artist Apprenticeship Program* furnishes 10 to 12 experienced theater artists with the tools to become effective instructors. Both programs offer hands-on assistance with developing lesson plans tailored to the local curriculum and Washington State Learning Requirements. Discussions between teachers and theater artists are facilitated in a collaborative, focused environment outside of the classroom. Follow-up classroom evaluations both support the work of the teachers and artists and track how successfully participants have integrated arts into their teaching and programming.

Seattle Theatre Group 911 Pine Street Seattle, WA 98102 www.theparamount.com \$15,000 Project Director: Vicky Lee 206/467-5510 vickyl@theparamount.com

To support "Dance this." The program features local youth dance companies performing in diverse styles, from traditional to contemporary. During an eight-week session, 70 to 100 young dancers will explore multicultural connections, new choreographic forms, and performance opportunities in ethnic and contemporary dance styles. During a two-week session, selected students will work with a professional guest choreographer to create, rehearse, and perform a new piece. Two public performances will be presented at the Paramount Theater, one a matinee for participants in the city summer youth programs and the other a public performance for general audiences.

Seattle Youth Symphony Orchestras

11065 Fifth Ave, NE, Ste A Seattle, WA 98125-6100 www.syso.org \$7,500 Project Director: Jonathan Shames 206/362-2300 info@syso.org

To support the *Marrowstone Music Festival*. Founded in 1943, the three-week residential summer music program provides orchestral and chamber music instruction for youth through master classes, rehearsals, and performances with a nationally and internationally acclaimed artist-faculty. Designed to continue and advance music instruction and learning beyond the academic year, the project provides opportunities for youth to participate in master and orchestral repertory classes, chamber music ensembles, concerto competitions, and sectional tutorials with peers and professional artists. All programs take place at the Western Washington University in Bellingham, with culminating performances by both students and professional artists. Up to 200 students (ages 13 to 23) will participate.

Shreveport Opera

212 Texas Street, Suite 101 Shreveport, LA 71101 www.shreveopera.org \$7,500 Project Director: Eric T. Dillner 318/227-9503 edillner@shreveopera.org

To support *Shreveport Opera Express*, a residency program throughout the state of Louisiana. Focused on specially written children's operas, three different elementary school programs and two for middle and high school students will tour with three singers, a pianist, and project manager. The fully-staged and costumed productions are designed to encourage the appreciation and understanding of opera and live theater, while enhancing learning in the core curriculum through the use of related study guides. The Shreveport Opera designs the programs to be grade-specific and "interactive," utilizing school choirs in productions or creating joint recitals that combine students participating with professional artists. In addition to school residencies, performances of Broadway show material occur at community sites for adults. Up to 50,000 children will benefit from exposure to the *Opera Express* residencies.

SITE Santa Fe 1606 Paseo de Peralta Santa Fe, NM 87501 www.sitesantafe.org \$50,000 Project Director: Judith Podmore 505/989-1199 jpodmore@sitesantafe.org

To support the creation of SITE OFFSITE. The visual arts outreach program will engage youth in the creation and presentation of art, providing hands-on experiences in art making, reviewing, and curating. As part of its mission to increase accessibility to contemporary art that is relevant to youths and adults alike, SITE Santa Fe has developed a number of successful educational programs. Elements of two of these programs, Young Critics and Young Curators, will be combined to create this new initiative. SITE OFFSITE will provide youth workshops and activities in selecting art, producing gallery guides, and youth forum critique exchanges. Members of the SITE Education Department, artists, curators, gallery owners, and art professionals provide all instruction and guidance at elementary, middle, and high schools. A summer session takes place at teen centers. Project activities include paid internships, peer mentorships, and teacher institutes. During a two-year period, the project will serve up to 600 youth (ages 10 to 18).

Sloss Furnace Association, Inc. (fiscal agent for Sloss Furnances National Historic Landmark) Birmingham, AL 35222 www.slossfurnaces.com \$35,000
Project Director:
20 North 32nd Street
Paige Wainwright
205/324-1911
mpwainwright@compuserve.com

To support expansion of the *Summer Youth Apprenticeship Program*. Designed to build artistic, vocational, and social skills in high school students, this arts-based youth program will increase the number of apprentices and professional artists with the inclusion of inner-city youth. Sloss Furnace is a public museum and national historic landmark that sponsors active arts programs in cast and formed metal sculpture. Modeled after Chicago's Gallery 37, this pilot program began in summer 2001, with the recruitment and selection of students from eight high schools in metropolitan Birmingham. Working alongside lead artists, youth will learn principles of three-dimensional design and the processes used to create works of cast metal art: patternmaking, moldmaking, casting, and finishing. Project activities will include apprentice exhibitions at the Birmingham Museum of Art and the gallery of the Alabama State Council on the Arts in Montgomery. Up to 20 paid artist-apprentices and four professional artists will participate in the eight-week program for 30 hours per week. Audiences of 4,000 will be able to view the display of apprentices' work.

Society of the Third Street Music School Settlement Inc. 235 East 11th Street New York, NY 10003-7398 \$25,000 Project Director: Nicholas Scarim 212/777-3240 scarim@gis.net

To support development of a comprehensive, sequential music curriculum. Created in collaboration with the Island School, the program will include basic music, strings, choral singing, percussion, and recorder. Established in 1894, Third Street is the oldest community school of music in the United States. Project components include planning and development with artists, teachers, and parents; daily music instruction; community concerts; *Meet the Artist* events for parents; and project evaluation. The project will incorporate professional concert artists from the Third Street faculty as teaching artists and as partners with the Island School's classroom teachers in planning and delivery of arts learning. The Island School currently serves 330 students in pre-kindergarten through sixth grade and will expand to include the seventh and eighth grades by the year 2004. Drawing on adjacent public housing and a nearby family shelter, 96 percent of the student population is at or below poverty level.

Spokane Symphony Society 621 West Mallon Street, Suite 203 Spokane, WA 99201 www.spokanesymphony.org

\$7,500 Project Director: John Hancock 509/326-3136 johnhancock@spokanesymphony.org



To support expansion of *Symphony Ensembles for Education (SEED)*. The project will send four ensembles into area elementary schools and juvenile correctional facilities to perform interactive concerts that center around a

musical theme or situation. Currently there are three ensembles representing the string, woodwind, and brass families of instruments. Selection and training of a percussion ensemble will complete the *SEED* program's representation of every musical family in the orchestra. The *SEED* program incorporates, adheres to, and reinforces the Washington State Arts Essential Academic Learning Requirements. The program will serve 7,200 students in the fourth and fifth grades, as well as incarcerated youths (ages 13 to 18) in eastern Washington and northern Idaho.

St. Luke's Chamber Ensemble 330 West 42nd Street, 9th Floor New York, NY 10036 www.orchestraofstlukes.org

\$20,000 Project Director: Rosalyn Bindman 212/594-6100 rb@stlukes.org

To support performances and workshops in New York City public schools. The project includes 12 performances of Handel's opera *Acis and Galatea* and as many as 800 artist-led workshops at 25 elementary and intermediate schools. Founded in 1974 as a small chamber ensemble, St. Luke's now consists of three major divisions: an orchestra, a chamber ensemble, and an arts education program. The multidisciplinary performance features large-scale papier-mâché puppets, 13 musicians, and five singers. Students will learn about ways in which Handel used music to illustrate, symbolize, and interpret specific works of the poetic text. Project components include professional development and curriculum planning with teachers; weekly classroom activities in mythology, poetry, music, and fundamentals of opera, led by teaching artists to prepare students for the performance; participatory puppetry workshops focusing on objects in motion to represent musical imagery; and a follow-up concert of Vivaldi's *The Four Seasons* to further demonstrate musical word painting. Up to 10,000 children in the third through eighth grades will participate.

Stage One: The Louisville Children's Theatre, Inc. 100 N. Sixth Street Louisville, KY 40202 www.stageone.org

\$15,000 Project Director: Moses Goldberg 502/562-0888 mgoldberg@stageone.org

To support the production of two repertory plays for young audiences. The plays will be designed for elementary and middle school audiences using a developmental approach to theater. For more than 50 years, this program has provided young audiences in the Louisville metropolitan area with theatrical experiences. Annually through its outreach tours, educational programs, and performances more than 150,000 youth learn about theater arts. The works proposed are the *Legend of Sleepy Hollow* and Dr. Seuss's *Gertrude McFuzz* and *Green Eggs and Ham*. Associated professional development workshops for teachers, workshop classes for students, and study guides also will be featured.

Overall, up to 30,000 students, parents, and teachers will be involved in these activities.

Stanford Jazz Workshop P.O. Box 20454 Stanford, CA 94309 www.stanfordjazz.org \$20,000 Project Director: Jim Nagel 650/736-0324 nadel@stanfordjazz.org

To support the continuation of *Jazz Camp*. The two-week summer program uses a customized jazz curriculum based on each participant's abilities and interests. Since 1992, more than 420 youth, taught by professional musicians and educators, have participated in jazz music educational experiences. Youth (ages 12 to 17) receive training in jazz theory, history, improvisation, and musicianship, coupled with master classes and small ensemble playing. Approximately 30 professional jazz musicians and educators serve as faculty, providing students with nightly concerts performed at a professional level. *Jazz Camp* culminates with a student concert.

Sterling and Francine Clark Art Institute (consortium) PO Box 8 Williamstown, MA 01267 www.clarkart.edu \$60,000
Project Director:
Molly Polk
413/664-4481
MollyP@massmoca.org

To support *Kidspace*. The program offers a full range of activities to promote art in schools as both a distinct curricular discipline and as a tool for mastering other subjects. The exhibition and education programs are offered in collaboration with the Williams College Museum of Art and the Massachusetts Museum of Contemporary Art. Elementary and middle school students will visit the three museums to view exhibitions of professional artists' work (some commissioned for the project) and also participate in gallery and classroom art and writing projects reflecting issues or themes suggested by the exhibitions. *Kidspace* plans to exhibit work by artist Willie Birch, including two- and three-dimensional works drawn from African American culture, and New York-based photographer Jennifer Bornstein, who will create new images as a part of the project. Teachers will engage in professional development workshops and receive extensive curriculum guides. From its beginning in 1999, *Kidspace* has been evaluated by the Institute for Learning Innovation. Refinement of assessment tools and documentation of the project will continue to be explored.

Storefront for Art and Architecture

97 Kenmare Street New York, NY 10012 www.storefrontnews.org

\$18,000 Project Director: Sarah Herda 212/431-5795

info@storefrontnews.org

To support the development and implementation of a design education project for youth living in New York City shelters. Students will study urban structures representing different aspects of the city. In collaboration with Art Start's Arts in the Shelter Programs and LIFE family shelter, Storefront will develop a curriculum framework for

design studies. The curriculum will include basic analysis, theoretical projects, documentary installations, and formal research in the development of critical thinking about urban structures and planning and design issues. Each study will culminate with a design review dialogue with youth, instructors, and mentors. Youth-initiated projects, including an installation at Storefront, will increase student awareness to expand and diversify awareness of the built environment. Each of the studies will involve 20 to 30 students participating in the project during each 10week span.

Street-Level Youth Media

1865 West Chicago Avenue, Floor 1 Chicago, IL 60622 www.street-level.org

\$30,000

Project Director: Deidre Searcy 773/862-5331 deidresearcy@street-level.org

To support continuation of the *In-School* program. The project offers media arts programs to at-risk children and young adults through arts-integrated curriculum projects, teacher training, and artist residencies. As a nationally recognized program, Street-Level's mission is to educate inner-city youth in media arts and emerging technologies for use in self-expression, communication, and social change. The program encourages youth to work collaboratively on innovative projects that integrate current classroom curriculum using tools such as digital publishing, video and audio production, script writing, and animation. Teachers will create and implement a media arts integrated curriculum that is consistent with fine arts standards, city and state goals, and learning objectives of the Chicago Public Schools. Street-Level will establish an in-depth residency program in one of Chicago's West Side schools which lacks easy access to after-school technology centers for students. Street-Level works with approximately 600 underserved students in the Chicago Public Schools annually.

Strings for Schools, Inc. 2001 Market Street, Suite 3100 Philadelphia, PA 19103-7044 www.stringsforschools.org \$12,500
Project Director:
Welthie Fitzgerald
215/829-9522
stringsforschools@earthlink.net

To support an ongoing music education/exposure program for K-12 students. The project includes development and implementation of sequential learning activities to introduce students to traditional and multiethnic musical genres. Founded in 1974 as a string quartet, Strings for Schools now offers 11 music education programs in classical quartet, crossover popular music, and jazz. Teachers receive eight weeks of structured lessons prior to each performance to prepare their students. New lesson plans and curricula, developed by a professor of music education at Temple University, will be available for each program offered. All lesson plans are aligned with content standards of the School District of Philadelphia, State of Pennsylvania, and the National Standards in Music. Lesson plans will feature video segments and workbooks for students and assessment of student learning. An estimated 600 performances are projected, serving up to 90,000 students. The target student population is multiracial/multiethnic, primarily African American and Hispanic, from low-income neighborhoods.

Tacoma Symphony Orchestra Guild PO Box 19 Tacoma, WA 98402

\$10,000 Project Director: Karen Pickett 253/272-7264 tsokarennp@hotmail.com

To support *Simply Symphonic*. The integrated elementary school music education program is provided at no cost to fifth grade students in Pierce County public and private schools. Begun six years ago, the program incorporates a curriculum guide, performances by symphony musicians, and student participation to instill a fundamental knowledge and appreciation of music. The guide includes an "Across the Curriculum" section that links music activities to the Washington State Essential Learning Requirements. The curriculum guide and audiotapes are provided to more than 240 classrooms by volunteer docents, and lessons are taught over several weeks. Musicians make repeat visits to selected classrooms to teach about the orchestra and its instrumental families, the creative process, cooperation, and teamwork. At the end of the school year, students attend a concert by the symphony to hear the compositions they have studied. More than 9,000 students will participate in the project.

TADA! Theater and Dance Alliance, Inc. 15 West 28th Street, 3rd Floor New York, NY 10001

\$15,000 Project Director: Peter Avery 212/627-1732 pavery@tadatheater.com

To support expansion of the *Musical Theater Writing Residency* program to reach more students in underserved neighborhoods of New York City. TADA! will replicate its six-year-old model to develop musicals related to the social studies curriculum in two Brooklyn schools, where many students speak English as a second language. After planning sessions in which teachers and artists review New York State standards for the arts, English/language arts, and social studies, TADA! teaching artists collaborate with fourth- and fifth-grade classroom teachers and implement a 10-week process to create a libretto, lyrics, and music based on a social studies topic selected by the students. A subsequent 10-week effort will be devoted to rehearsing and mounting a production for audiences of fellow students and family. Goals include developing student skills in the arts, increasing their knowledge within the social studies curriculum, and improving collaboration and social interaction. The project will result in a report about the program to be disseminated with accompanying video documentation. Up to 1,400 students are expected to participate in the project.

Teachers & Writers Collaborative 5 Union Square West New York, NY 10003-3306 www.twc.org or www.writenet.org \$55,000 Project Director: Christopher Edgar 212/692-6590 cedar@tws.org

To support the expansion of *WriteNet*, an Internet-based service for writers working in schools, and *Teachers & Writers*, a bimonthly magazine. These resources provide teachers, writers, students, and parents access to literary arts materials and opportunities for writers to partner with schools and community institutions. During its 35-year history, Teachers & Writers Collaborative has hired more than 2,000 writers to teach workshops in schools, while providing writing workshops for 400,000 teachers and residencies for 15,000 students. *WriteNet*, a Web site (www.writenet.org) and e-mail listsery, maintains a national network and interactive forum for teachers and writers to discuss issues related to the literary arts and education. Through interactive technology, teachers have access to professional development services including workshops, lesson plans, and networking opportunities for the development of online writing residencies. The site presently registers more than 9,500 visits per month and 900 listsery subscribers. *Teachers & Writers* magazine, with a readership of more than 7,000 persons, will be expanded in size as well as enhanced by several new features, including commissioned articles by well-known poets, writers, and educators.

Thelonious Monk Institute of Jazz (consortium) 5225 Wisconsin Avenue NW, Suite 605 Washington, DC 20015 www.monkinstitute.org

\$75,000
Project Director:
Daniel Seeff
202/364-7272
dseeff@tmonkinst.org

To support Jazz Sports, a national music instruction and performance project. The Institute will host professional jazz musicians in Los Angeles and District of Columbia schools as teachers and mentors of young music students. The Institute was established in 1986 by the Monk family and the late Maria Fisher, an opera singer and lifelong devotee of music. Jazz Sports, the most popular component of the Institute's Jazz in the Classroom series, was developed in 1995 to advance the artistic development of young people and create opportunities for them to perform for vast audiences. In a consortium with the Los Angeles Unified School District, Jazz Sports will be conducted in 20 public schools in Los Angeles and Washington, DC. In a series of master classes, students will work with such renowned artists as Herbie Hancock, Arturo Sandoval, and Thelonious Monk, Jr. The project will serve more than 2,500 elementary, middle, and high school students, engage up to 100 jazz professionals, and offer performances to more than 90,000 people.

Tides Center for Visual Arts/Language Arts PO Box 29907 San Francisco, CA 94129-0907 \$10,000 Project Director: Minette Mangahas 510/708-0696 Minette@valaproject.org

To support *Visual Arts/Language Arts*. The project will sustain and expand a guest artists program, extend teacher/artist training in creative writing and visual arts, and foster long-term partnerships among schools, artists, and arts organizations. Responding to concerns about students' writing skills in the local schools, the center developed *VALA* to make writing more accessible by combining it with the visual and performance arts. Since 1996, *VALA* has worked with nearly 4,000 children and 40 teachers at seven schools in the East Bay area. To better serve an extremely diverse elementary school population, *VALA* will further diversify its artist roster to include more Latino and Asian artists. Local community arts organizations will serve as sources for the new artists. Training for artists and teachers will be expanded to include a day-long seminar scheduled at the beginning of the school year, and hands-on, interdisciplinary, multicultural workshops for teachers and age-appropriate language and management techniques for artists.

Trinity Repertory Company (consortium) 201 Washington Street
Providence, RI 02903
http://www.trinityrep.com

\$35,000 Project Director: Pamela Ward 401/521-1100 pward@trinityrep.com

To support expansion of the *Trinity Summer Shakespeare Project*. The outreach program provides free tours of Shakespearean productions to outdoor venues throughout southern New England during the summer months. In order to expand the project into a greater educational resource, Trinity Repertory Company will collaborate with the Veterans Memorial Auditorium Foundation to include indoor school matinees and a 24-week, after-school arts enrichment program. After viewing one of two Trinity productions, students will participate in an interactive component with the performers through demonstrations, text analysis, and post-show discussions. The repertory performances will reach approximately 8,000 students and teachers. Enrichment activities, designed to enable students to explore creation of works through interpretation, will include a year-long study of plays and youth-created performances. Professional development opportunities for artists, classroom teachers, and the foundation's staff will feature curriculum guides, workshops, and hands-on performance experiences.

Trustees of the Corcoran Gallery of Art 500 17th Street NW Washington, DC 20007 www.corcoran.org

\$24,000 Project Director: Diane Arkin 202/639-1726 darkin@corcoran.org



To support the *Visual Artist Community Outreach Program*. The nationally recognized program offers a series of classes, courses, and mentorships to students in the District of Columbia. The course offerings include twice-

weekly, after-school art classes taught by a team of professional artists-in-residence at five local community centers. Semester-long studio art courses in advanced drawing, painting, and design are taught at two middle and two high schools. Mentorships partner talented high school students with professional artists for up to three years. A two-year garden project at the Fletcher-Johnson Educational Center will feature public art installations that reflect the neighborhood's history and students' cultural heritage. A five-week summer art and writing enrichment program will be directed primarily at students in the mentorship program. An estimated 300 young people (ages 6 to 18) will participate in the programs.

United Cambodian-American Resources (UCARE) (Formerly Cambodian Network Council, Inc.) 17201 Amity Drive Rockville, MD 20855 \$20,000 Project Director: Natalie Chhuan 301/519-2366 cncnet@aol.com

To support Cambodian arts and cultural classes. Cambodian-American youth will be targeted to participate in after-school classes in traditional Cambodian dance and music as a means to explore and develop an understanding for the significance of their arts and culture. The Council serves a network of more than 200 Cambodian mutual-assistance associations reaching more than 300,000 Cambodian Americans. Designed to increase community knowledge to further the preservation, presentation, and development of this unique art form, the classes engage youth in Khmer folk and traditional arts and classical dance and music. In addition, the project provides Cambodian community-based organizations opportunities in resource development, program design, volunteer recruitment, and evaluation. Seven classes will take place during a three-month period and on a multi-state basis.

University of Massachusetts at Amherst (on behalf of New WORLD Theater) 15 Curry Hicks Amherst, MA 01003 www.umass.edu/fac/nwt/index.html \$50,000 Project Director: Roberta Uno 413/545-1972 uno@theater.umass.edu

To support continuation of *Project 2050*. Designed as a multidisciplinary and cross-cultural project for youth from diverse racial, ethnic, and class backgrounds, *Project 2050* provides interactions among youth, professional artists, and scholars and includes the creation of original theater pieces. In response to challenges that are expected to be posed by a shift in demographics by 2050, the project targets African American, Latino, and Asian youth, offering opportunities to participate in critical dialogues on social issues and interactive learning modes. During a nine-day summer residential retreat and through ongoing school sessions, 45 teenagers and 20 artists/scholars will create and perform original theater pieces. The works will be fully staged as part of New World Theater's 2002 mainstage season. Returning youth serve as youth leaders (as peer mentors, role models, and peer artists) and also assist in the project planning.

Video Machete 5732 North Glenwood Avenue Chicago, IL 60660 \$30,000
Project Director:
Tammy Ko Robinson
773/506-9970
videomachete@hotmail.com

To support full implementation of the *Global Youth Project*. The multi-part media education project will train students, teachers, and administrators in digital media production and theory. The three components of the *Global Youth Project*—afterschool and summer workshops, in-school workshops, and teacher professional development—have been piloted successfully at separate times in 2000-2001. They will be integrated in partnership with several area schools. Students from diverse immigrant backgrounds in one elementary school, three middle schools, and an alternative high school will work with nationally recognized media artists and scholars on a bi-weekly basis over the school year. After-school and in-school workshops include media literacy, video production, multimedia design, Internet projects, and advanced tutorials. The project will culminate with a curriculum guidebook and CD-ROM for distribution to a wide range of education and youth-service providers to increase understanding of Video Machete's educational philosophy and practice and the impact of the project.

Village of Arts and Humanities Inc. 2544 Germantown Avenue Philadelphia, PA 19133 www.villagearts.org

\$9,000 Project Director: Lily Yeh 215/225-9305 lily@villagearts.org

To support the creation of an art park in a blighted section of North Philadelphia. Students of the Daniel Boone School, in collaboration with Village artists, will design and construct a community art park in one of the abandoned properties adjacent to the school. Artists will show students examples of successful city parks; teach concepts of design, horticulture, and ecology; and instruct students in mural and sculpture techniques. The students and interested community members will construct and maintain gardens, mosaics, murals, and other park amenities. Participating students then will document the project through creative writing and photography, extending their range of artistic training. Throughout the project, the Village of Arts and Humanities will evaluate the students' level of participation and judge how the project helps create teamwork and improve social skills and ultimately fosters recognition by teachers, the students' peers, and the community. Sixty students and four teachers of the Daniel Boone School will directly participate, with 325 other students taking part in celebrations of the park's progress and opening.

Vineyard Playhouse Company, Inc. Box 2452 Vineyard Haven, MA 02568 www.vineyardplayhouse.org \$7,000 Project Director: MJ Bruder Munafo 508/693-6450 info@vineyardplayhouse.org

To support the 4th Grade Theatre Project. In nine years, the program has introduced 800 fourth graders to theater as an artistic collaboration, teaching every aspect of production --from developing scripts to acting, designing and creating sets and costumes, writing press releases, and finally performing for the public in a historic playhouse. Artist/teachers will work with five fourth-grade classes, first in the classroom to solicit ideas and shape a script based on the students' personal interests or on a curriculum topic. Weekly classes at the theater over a six-week period will follow, imparting skills and encouraging professional discipline. The resulting five full productions will be presented to the community six times each. Up to 100 students will be engaged in the project.

Virginia Avenue Project
3782 Redwood Avenue
Los Angeles, CA 90066
www.virginiaavenueproject.org

\$12,000
Project Director:
Anne Gimbel
310/313-4913
anne@virginiaavenueproject.org

To support the *One-on-One* and *Playmaking* programs. Through a sequence of classes, youth develop skills in acting and playwriting, culminating in performances of their works for peers and general audiences. Since 1992, more than 250 original plays have been written and performed by youth in collaboration with professional artists. Serving the community of Santa Monica's Pico Corridor, the *One-on-One* program provides 10 weeks of creative dramatic classes in a safe, after-school environment. Youth are paired with an adult writer or performer to create one-act plays. Graduates may participate in the *Playmaking* program, a series of three challenging playwriting classes including *Playmaking*, a 10-week session, which will teach youth basic playwriting techniques with mentoring artists; *Replay*, a 15-week workshop for *Playmaking* graduates where youth plays are performed by professional actors; and *Playback*, an advanced writer/actor class where youth work with adults in a more mature and collaborative relationship. Approximately 30 youth (ages 5 to 12) and more than 2,700 audience members will participate.

VSA arts of Indiana, Inc. 1505 North Delaware Street Indianapolis, IN 46202 www.vsai.org \$12,000 Project Director: Carey Collins 317/974-4123 ccollins@ysai.org

To support a multidisciplinary art program for students with disabilities. Based on the aesthetic inquiry process developed by the Lincoln Center Institute for Aesthetic Education (LCI), the project will launch a cooperative arts education program with Indianapolis Public Schools and includes professional development opportunities for teachers at Lincoln Center. The project will involve students in one elementary school and at the VSAI School-to-Work program. Following training at the LCI, VSAI staff, artists, and teachers will form a team and jointly plan classroom activities. In the aesthetic inquiry model, teachers and teaching artists design a curricular unit by engaging the work of art themselves. After completing an initial brainstorming process and inquiry into the artwork, the teachers draw on their own insights and questions to develop an appropriate lesson plan. In collaboration with the teaching artists, the teachers then lead their students through a similar investigation that encourages students to make their own discoveries. These steps will be adapted as needed for inclusion classes with special learners and will be shared by VSAI as a model for other organizations that serve students with disabilities.

Wadsworth Atheneum 600 Main Street Hartford, CT 06103 www.wadsworthatheneum.org \$20,000
Project Director:
Gretchen Dietrich
860/278-2670
gretchen.dietrich@wadsworthatheneum.org

To support *Hand-in-Hand: Art & Writing at the Wadsworth Atheneum.* Designed and targeted for at-risk fifth-grade students, the *Hand-in-Hand* program uses the museum's permanent collection and special exhibitions to strengthen students' skills in observation and verbal and written communication. Created initially to assist local schools in improving students' writing and communications skills, the program also introduces students to practicing artists and the world of art. Students attend thematic lessons based on visual images and continue learning through classroom writing exercises as well as a final studio art project. Sessions culminate in a community art exhibition and public readings of student writing. Interactive and creative activities associated with the program complement the Hartford schools' current reliance on scripted lesson units in basic subjects, allowing for a variety of teaching approaches and learning styles. The Atheneum will involve more practicing artists, hire professional museum educators to teach the museum sessions, and add an outside evaluator to assess the program's impact more rigorously.

Washington Opera 2600 Virginia Avenue NW Washington, DC 20037 www.dc-opera.org \$40,000 Project Director: Kara Sopko 202/295-2463 KSopko@dc-opera.org

To support programming of *Music! Words! Opera!* Modeled after the national educational initiative developed by OPERA America, the company will create a sequential curriculum based on *La Bohème* that integrates language, drama, visual arts, and music into lesson plans for students, grades three through eight. In up to 15 schools from the Washington metropolitan area, a workshop series will allow students to explore opera and music, stage design and direction, and opera production. In a subsequent series, students will create and perform an opera of their own making. Professional mentors provide support to students at each step and guide teachers through use of the Opera's library, audio/visual materials, and the process of creating a student opera. Programs are geared to meet national standards for music, as well as those in visual arts and theater. As one of four companies chosen for OPERA America's comprehensive assessment of the program, the company regularly evaluates its success in such areas as active student participation in the arts and the impact on arts learning.

Washington Very Special Arts 1100 16th Street NW Washington, DC 20036 www.wvsarts.org \$40,000 Project Director: Lawrence Riccio 202/296-9100 lriccio@wvsarts.org

To support documentation, evaluation, and dissemination of findings from the *School for Arts in Learning (SAIL)* project for students with disabilities and transition to kindergarten through eighth grades. Components include documentation of all phases of curriculum development, assessment, and teaching modes of the K-5 program, followed by documentation of the elementary students' adjustments to and progress in the upper-school level. *SAIL* was incorporated in 1998 as a public charter school and has developed and implemented an educational model of an arts-infused learning community for children with learning difficulties. Educators and artists are integrally engaged in planning, developing, and implementing the curriculum. Visiting artists and parents provide additional artistic experiences daily in the classroom and in regular field trips to museums and theater, music, and dance performances. The project will design and test a variety of evaluation methods and techniques focused on measuring learning achievements across the curriculum by children with learning disabilities. Findings will be documented and shared with educators, arts and special education policymakers, and practitioners.

Women's Studio Workshop, Inc. PO Box 489 Rosendale, NY 12472 www.wsworkshop.org \$18,000 Project Director: Ann Kalmbach 845/658-9133 wsw@ulster.net

To support the *Hands-On-Art Visiting Artist Project*. Two emerging artists will be awarded 10-week residencies to conduct in-school and in-studio workshops with pre-K-12 students and to develop an artist's book. Resident artists will work in three elementary/middle schools and with all the students enrolled in the Advanced Placement Art Program at Kingston High School. Residency activities take place at school sites and WSW studios for printmaking, papermaking, photography, book arts, ceramics, and digital technology. Each artist's residency award includes access to all of WSW's studios, housing, a travel stipend, materials budget, studio assistants, and the artist's fee based on \$1,600 per month. Six weeks of studio time will be spent in the creation of an artist's book, which will be published by the Workshop and retained as a resource for students. Up to 10 artist/teachers, 100 students, and 10 teachers will directly benefit from the project.

Working Playground, Inc. 9 Marble Terrace, Suite 2 Hastings, NY 10706 www.workingplayground.org

\$30,000 Project Director: Amy Poux 212/614-0980 workinplay@aol.com

To support implementation of the *Curriculum Development and Arts Access Program* (*CDAP*). The program will train middle and high school humanities teachers at East Side Community High School (ESCHS) to integrate the arts into instruction of the academic curriculum. Since 1991, Working Playground's in- and after-school programs have provided more than 6,000 ethnically diverse, primarily low-income pre-K-12 students with meaningful arts experiences. This program will integrate humanities instruction with theater, poetry, video production, and visual arts to help students in seventh through tenth grades excel in English/language arts and social studies. Teacher teams will meet weekly in three-hour blocks to discuss curriculum, plan thematic units, and track student needs and desired outcomes. The teams will plan arts-integrated exhibition assignments with four WP artists, and artists will coteach humanities classes to enhance each teacher's application of the arts discipline. *CDAP* will serve 24 ESCHS teachers, four artist-educators, and 360 students. In addition, the project will provide training for teachers of other local high schools and publish its curriculum and instructional strategies on Working Playground's Web site.

World Poetry Bout Association 232 Paseo del Pueblo Sur Taos, NM 87571 www.poetrycircus.org \$10,000 Project Director: Anne MacNaughton 505/758-1800 wpba@laplaza.org

To support the continuation of the *Poetry Education Project*. The community education project provides opportunities for participants to develop communication skills while increasing knowledge, skills, and appreciation of contemporary poetry. Known for its annual Taos Poetry Circus, the World Poetry Bout Association is helping to foster a renewed national interest in poetry. This project will address socialization challenges faced by northern New Mexico youth through traditional Hispanic oral culture and folk poetry. Among the 13 program components is the *Write Right Creativity Project*, a pilot initiative to develop a secondary school poetry curriculum for multicultural classrooms nationwide. Others include the New Mexico High School Invitational Poetry Slam and the publication of student anthologies. The project's activities will link to the Taos Poetry Circus, featuring poetry programs for preteens, seminars, training workshops, and summer master classes. During a two-year period, more than 2,500 youth, teachers, and the general public will participate in the project.

Writer's Garret, Inc. (consortium) PO Box 140530 Dallas, TX 75214 www.writersgarret.org \$30,000 Project Director: Thea Temple 214/828-1715 outreach@writersgarret.org

Partnering with the Dallas Independent School District and Dallas Reads, the Writer's Garret will sponsor a three-week seminar to enable high school teachers to apply creative writing in their classrooms. Based on the NEA-sponsored Summer Creative Writing Seminars for High School Teachers in the mid-1990s, Writer's Garret gathered information on this pilot and is adapting it to the needs of the Dallas schools. Two weeks will be devoted to writing workshops and studying contemporary literature; in the third week, discussion will center on using the experience to enhance teaching skills and increase students' interest in reading and writing. Writer David Haynes and poet Rosemary Catacalos will lead the seminar sessions. The model relies on providing teachers with actual experience and skills within the discipline they are expected to teach, rather than fostering the replication of teaching methodologies. Staff will conduct monthly follow-up sessions with the participants to insure that teachers have become invested in the process of encouraging their students' creative writing. Teachers will also use outreach components of the Garret's other programs, such as readings by visiting writers.

Writers In the Schools 1523 West Main Houston, TX 77006 www.writersintheschools.org \$60,000 Project Director: Bao-Long Chu 713/523-3877 lchu@writersintheschools.org

To support the *WITS Impact*, an initiative to intensify the writers-in-residence program. Master teacher/writers will conduct seminars for classroom teachers over an eightweek period, providing strategies for creative writing in the classroom and methods for teachers and children to brainstorm, draft, edit, and publish their work. Recognized for its impact on schools and young writers in Houston, Writers In the Schools is increasingly seen as a national resource, especially for at-risk students. Guided by the belief that each teacher can identify himself (and each child) as a writer, lesson plans developed in these sessions will be tested in six K-12 schools in Houston with diverse and at-risk populations. After teachers' feedback, the resultant strategies will be disseminated in workshops throughout the Houston area and through Writers In the Schools' national partnership, connecting with Boise, Detroit, Missoula, New York, Portland, San Francisco, and Seattle. Teachers and writers receive stipends for their participation and regularly evaluate their progress.

Yellow Springs Exempted Village School District 200 South Walnut Street Yellow Springs, OH 45387 www.yellow-springs.k12.oh.us/ys-mls \$25,000 Project Director: Jackie Arnold 937/767-7217 jarnold@erinet.com

To support *Looking in, Looking out: Our Place in the World* to advance curriculum integration. Components include a summer institute for teachers, school immersion in the study and celebration of diversity by focusing on innovative approaches to interdisciplinary learning, and community activities for parents. A three-day summer teacher institute and follow-up activities will be offered to all district K-12 teachers to explore the theme of diversity through the arts. Participants will create "curriculum vignettes" with appropriate assessment tools embedded in the design. Artist residencies will take place at every grade level and will be shaped by curriculum vignettes. Community sharing nights will be held for each artist residency to allow parents and others to see, hear, and experience the artists' work firsthand. A Web site launch will disseminate the project. Primary beneficiaries include 340 students and 30 staff members of Mills Lawn Elementary School and district teachers participating in the summer institute. All educational activities will reflect the Ohio state arts curriculum model, which is aligned to the National Arts Education Standards, and appropriate district courses of study and state curriculum models for language arts, mathematics, science, and social studies.

YMCA of Metropolitan Chicago

1001 W. Roosevelt Road Chicago, IL 60608-1559 www.ymcachgo.org \$15,000

Project Director: Ifa Bayeza 312/738-5884 ifa bayeza@mcachgo.org

To support the *ShoeBox Series*. Through a partnership with Columbia College Chicago's Erikson Institute Early Childhood Teacher Education Program and local theater companies, the project will provide preschool children with experiences in theater and creative drama. Designed to increase learning and interest in the arts, youth from the YMCA's childcare programs and Chicago Public Schools will participate in live theater productions, solo performances, and educational activities. Participating theater companies will include the Child's Play Touring Theater, Chocolate Chips Theater Company, and the Children's Theater Fantasy Orchard. Project evaluation will include focus groups for teachers, parents, artists, and participating theater companies. Eight performances during a four-week period will reach more than 3,000 children.

Young Audiences Inc., Denver Area Chapter

Box 205 Loretto Station 3001 South Federal Boulevard Denver, CO 80236 www.YoungAudiencesColorado.org \$15,000

Project Director:
Barbara Barnhart
303/922-5880
programdir@YoungAudiencesColorado.org

To support the *Aesthetic Education Institute of Colorado*. Components include professional development for teachers and artists, curriculum planning based on infusion of the arts, and an artist-in-residence program. By combining the existing institute with its artist-in- residence program, YA-Denver will create a pilot program to serve five rural Colorado schools. Teams from each school will attend the summer institute to create a long-range arts plan, design an appropriate artist residency, and create curriculum-based creative workshops. Residency artists will participate in yearly training to develop successful classroom strategies and to network with other artists. School administrators will serve on the arts teams and act as liaisons to their districts and local boards of education. Community members will be welcome to participate in the institute and will be included in special community workshops, presentations of the artists' work, and sharing of residency experiences with students.

Young Playwrights' Theater, Inc. 2437 15th Street NW Washington, DC 20009

\$10,000 Project Director: Karen Evans 202/387-9173 klbevans@aol.com

To support *EmPowerPlay*, a multi-faceted playwriting program for middle and high school students. The project centers on playwriting exercises, in-school readings, visits from guest artists, and field trips to local performances. Coordinated with teachers of English, humanities, and history, *EmPowerPlay* will encourage students to write plays. Selected students will work closely with directors, actors, and dramaturges to polish and complete their scripts and then assist in the production of the works at community centers and schools, as well as staged readings at the Kennedy Center for the Performing Arts. Local theater professionals are used to mount the productions. The *Community Writes* component of the project focuses specifically on youth interviewing and photographing their parents and then working with an archivist, composer, and librettist to create short operettas that tell stories about their community. Approximately 90 percent of the 500 students involved in the project are expected to be African American or Hispanic.

Youth Speaks (Formerly Intersection) 446 Valencia Street San Francisco, CA 94103 www.youthspeaks.org/ \$20,000 Project Director: James Kass 415/661-6927 james@youthspeaks.org

To support the continuation of *Youth Speaks*. Designed as an after-school literary arts workshop, the project provides opportunities for youth to participate in mentor and teacher training, a reading series, and a corresponding professional performance poetry series. *Youth Speaks* provides expanded outreach programs to high schools in the San Francisco Bay and surrounding areas, including 18 annual workshops, two summer programs, and 15 one-day staff-training workshops. Project activities include a reading series, residencies, and training workshops for community and youth service providers. Inner-city youth (ages 14 to 19) will participate in the project.

projects are urged to thoroughly review the published **FY 2003 Guidelines**, which are available in book form and on the agency's Web site. The Web site also features a set of **Arts Learning** *Frequently Asked Questions*, as well as more specific information about determining project *outcomes*. The application postmark deadline is **August 12, 2002**. Projects should begin no earlier than June 1, 2003.

For further questions, call one of the Arts Learning telephone information lines.

Early Childhood and School-Based projects 202-682-5536 Community-Based projects 202-682-5026

*National Endowment for the Arts Web site www.arts.gov

